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ABSTRACT

Designed primarily as a basic reference to assist researchers and planners in the study of factors related to occupational mobility and skill transfer within and between occupations, this catalog consists of two major sections. Section 1 contains the abstracts of the data bases. These abstracts include selected key variables organized in a standard format and are intended to present the reader with sufficient information to enable him/her to determine if any of the data bases are appropriate to their needs and warrant further examination. The abstract format of the data bases includes the following: data base title, principal investigator, documentation, access, design information, subject variables, and occupational variables. Section 2 contains the abstracts of classification schemes. The classification scheme abstract format is designed to facilitate the use of the classification schemes in organizing information from the data bases to give a variety of new perspectives on occupational mobility and occupational skill transfer. The abstract format for the classification schemes includes the following: scheme title, design information, classification variables, and outcomes/products. Appended are lists of the identified data bases and of data base abstracts by principal investigator, data base worksheet, classification scheme worksheet, and a data base cross reference index. (SH)

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Information Series No. 104

OCCUPATIONAL INFORMATION RESOURCES

A Catalog of Data Bases
and
Classification Schemes

Compiled by

William L. Ashley

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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CE 013 890

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

June 1977

An Interim Report
on a Project Conducted Under
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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
National Institute of Education

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

The Center for Vocational Education is continuing its programmatic R&D efforts to develop more effective procedures for curriculum planning and design. The catalog reported here represents one component of an organized effort to study the nature and curricular implications of occupational mobility and transferable skills. It is believed that the content of this catalog will facilitate the continuing efforts of the research community to clarify and solve problems encountered by occupationally mobile people.

We are indebted to the many respondents who gave of their time and resources to provide the essential data for this catalog. Their cooperation in locating, describing, and supplying sources of data on occupational mobility and classification schemes was essential to the success of the effort.

A number of Center staff members contributed over a period of time to various aspects of the planning and development of this catalog. William L. Ashley had the major responsibility for identifying sources, collecting data, producing, and compiling the catalog. Richard J. Miguel was instrumental in developing the catalog format and designing the abstracts. Allen A. Wiant assisted in the preparation and review of various components of the catalog. Duane Essex, Sue Keith, and Keith Widaman assisted in obtaining references, and developing and revising the abstracts. The project was carried out under the direction of Frank C. Pratzner.

We also express our thanks to Jerome Moss, Jr., University of Minnesota; Marcia Freedman, Conservation of Human Resources; and Calvin W. Taylor, University of Utah of the project's Panel of Consultants, and to Robert Stump of the National Institute of Education (NIE) for their invaluable comments and suggestions during the development and revision of the catalog.

Robert E. Taylor
Executive Director
The Center for Vocational Education

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OVERVIEW

Purpose and Objectives

This catalog seeks to provide a basic reference to existing data and to stimulate creative thinking regarding new ways of looking at occupational mobility and transfer. The catalog was designed and compiled for the primary purpose of assisting researchers in the study of factors related to occupational mobility and skill transfer within and between occupations. It is anticipated that this catalog of data bases will encourage and facilitate the consideration of secondary analysis of existing data and the exploration of various combinations of data sources which could potentially provide more extensive data in support of research.

A considerable saving of time and money could accrue from the use of existing data bases, as opposed to collecting new data on occupational variables. The greatest saving will probably be realized as the result of innovative techniques and comprehensive strategies developed to analyze existing data more extensively than has been done to date.

Audience

Researchers and planners constitute the primary audience for whom the catalog was developed. However, anyone involved in manpower planning, career development, labor economics, and/or occupational training, counseling, and rehabilitation may also find it a valuable resource.

It is assumed that researchers, as potential users, are knowledgeable about the structure and use of data bases and classification schemes, and will have some notion of how the catalog can serve their particular research and planning needs. While the catalog does not attempt to educate the novice user to the intricacies of data bases or classification schemes, it does present a brief discussion of each, which is also accompanied by a set of explanations of the variables contained in the abstracts.

Organization and Development

The catalog consists of two major parts. Section One contains the abstracts of the data bases. Section Two contains the abstracts of classification schemes. The abstracts in each section were developed to provide a brief and concise reference to the contents of each data base and classification scheme.

The data base abstracts include selected key variables organized in a standard format. The abstracts should present a reader with sufficient information to enable him/her to determine if any of the data bases are appropriate to their needs and warrant further examination.

The classification scheme abstract format was designed to facilitate the use of the classification schemes in organizing information from the data bases to give a variety of new perspectives on occupational mobility and occupational skill transfer.

Sections One and Two each contain a detailed listing and explanation of the variables contained in the abstracts. The data base cross reference index, located in back of this catalog, indicates the variables for which data are recorded in each data base.

A search was conducted to identify both data bases and classification schemes which, when combined in a single reference, would supplement the researcher's information retrieval capability. The contents of this catalog represent selected results of that search.

Data Base Search

Three separate search strategies were implemented to locate relevant data bases. Initial efforts involved a review of several key directories that list organizations and agencies likely to maintain data bases.[1] The review produced a list of over 50 potential contacts. This list was supplemented with the names of federal and state government and educational agencies and departments that collect and compile data related to occupations and training.

A two-page letter explaining the purpose of the project and requesting information was mailed to a stratified random sample of 300 organizations, agencies, and departments identified across the United States. A second letter was sent to approximately 30 known sources of data bases identified in a project conducted by the American Institutes for Research.[2] A third search was initiated through the Inter-University Consortium of Political and Social Research. The Polimetrics Laboratory located on the campus of The Ohio State University serves as the University representative in the Consortium and provided both catalog and computer search services for this project.

Leads obtained through these searches were followed-up to determine the existence and availability of occupational data bases. A total of 74 potentially relevant data bases were identified (see Appendix A). Contact was made with the holding agency of each data base to secure usable documentation such as a codebook or user manual. A total of 55 available and relevant data bases were reviewed and selected (see Appendix B). Copies of the codebook or user manual and, when available, copies of the data collection instruments were obtained for each selected data base. Using the data base abstract worksheet (see Appendix C), a detailed review of the contents of each codebook or user manual was conducted and data, when reported, were recorded for each variable included on the worksheet. The completed worksheets were submitted to the persons or agencies holding each data base for verification and correction, and were used to prepare the abstracts found in the catalog.

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[1] Sessions, V. S. (Ed.). *Directory of data bases in the social sciences.* New York: Science Associates/International, Inc., 1974.

Fisls, M. (Ed.). *Encyclopedia of associations* (Vol. 1: National organizations of the U.S.). Detroit, MI: Gale Research Co. Book Tower, 1976.

Palmer, A.M. (Ed.). *Research centers directory* (5th ed.). Detroit, MI: Gale Research Co. Book Tower, 1975.

[2] Mitchell, A. M., Jones, B. G., Krumboltz, J. D. (Eds.). *A social learning theory of career decision making.* Palo Alto, CA: American Institutes for Research, 1975.

Classification Scheme Search

An initial list of approximately 30 classification schemes was developed from a review of literature and from suggestions of the project's Panel of Consultants and other knowledgeable individuals. Documentation was obtained for each classification scheme and criteria were established for their selection. Following a review by project staff and the Panel of Consultants, 24 classification schemes were selected for inclusion in the catalog.

Consideration was given to grouping or categorizing the classification schemes. For example, several of the schemes classify people according to selected traits or variables, while others are schemes that classify jobs or occupations. However, because of the limited number of schemes included in the catalog (24), and the similarity in their purpose and functions, the abstracts were simply arranged in alphabetical order by the name of the originator(s).

Abstracts were developed for each classification scheme to provide an overview of its purpose and methodology. The abstract format reports the unique features of each scheme for each of a selected set of variables (see Appendix D).

Following the development of the abstracts they were submitted to either the originator or sponsoring agency for review. The corrections and additions provided during the review were incorporated into a final draft of the abstract.

Procedures for Using the Catalog

Data bases. The data bases listed in the catalog are uniformly reported according to the format shown on pages 11–16. The set of abstracts for the data bases have been grouped by the type of agency or organization holding the data. The entries in each grouping are arranged alphabetically by the name of the data base. Each abstract consists of four pages with each abstract beginning on a left-hand page. Each abstract is organized according to eight major categories (bold type). The major categories are further divided into two levels of subheadings: upper-lower case boldface, and then italics.

Classification schemes. The classification schemes listed in the catalog are uniformly reported according to the format shown on pages 269-270. They have been arranged alphabetically by the name of the originator(s). The abstracts range from two to four pages in length with each abstract beginning on a left-hand page. Each abstract is organized according to four major categories (bold type). There is one further division within each major category (upper-lower case type).

The user should preview the sections explaining the reporting format for data bases (pages 11–16) and for classification schemes (pages 269–170) to become familiar with the organization and meaning of the variables listed in the abstracts. An index of data base titles and their page numbers is provided in Section One, and an index of classification scheme titles and their page numbers is provided in Section Two.

A contact person and current address is listed for each data base and classification scheme. If codebooks, data tapes, or references are desired, requests should be directed to the contact person listed for that data base or classification scheme.

NOTE: The Center for Vocational Education does not hold and cannot provide codebooks, manuals, instruments, references, or data tapes for any of the data bases or classification schemes listed in the catalog.

SECTION ONE

DESCRIPTION OF DATA BASES

DESCRIPTION OF DATA BASES

Definition

For the purposes of this catalog, a data base was considered to be a systematically stored and retrievable collection of data. The structure and content of each data base defines or describes that particular data base. A large information system, such as the U.S. Census, contains numerous separate data bases. The number of elements in a data base may range from relatively few to several hundred elements. The sample of respondents from whom data have been collected will often vary among data bases from several hundred to several thousand. Likewise, the types of data will vary widely across various data bases. One data base may be limited to measures of opinion and attitude while others may contain detailed measures on such variables as age, income, place of residence, education, occupational experience, test scores and grades, and other socio-economic variables. The abstracts developed for this catalog uniformly report the contents of each data base on a selected group of variables and do, in most cases, indicate additional information that may be included in a data base.

In some data bases the data are longitudinal, consisting of similar measures on the same group of subjects over time. In others the data are cross-sectional, consisting of measures on a sample of subjects at one time only or on different samples over time.

The data bases included in the catalog were developed for diverse reasons by diverse agencies and organizations. The majority of them consist of data collected during occasional follow-up studies or data that were regularly collected in manpower and other socio-economic surveys.

The data in some data bases have been organized to facilitate retrieval while other systems have no specific internal organization for retrieval. Because of the variations among computerized data storage systems and the technical nature of the explanation of each system variation, no attempt was made to specify such information in the catalog. Questions related to the compatability of different computer systems can best be resolved through direct contact with the holding agency of each data base.

Selection Rationale

During the initial search phase, all data bases that could be identified were considered for inclusion in the catalog. Several general criteria were used for initial screening of these data bases prior to further review. One criterion was that adequate documentation had to be available on a data base. The documentation could be either a codebook or user manual. Another criterion was that the data had to be accessible with only normal restrictions, and another was that the data had to be stored in a retrieval form such as on computer tapes or punched cards.

Once a data base was identified and the above qualifications were verified, a second criterion was used to select data bases for inclusion in the catalog. A data base had to include measures on one or more key subject variables, measurement variables, training variables, work experience variables, and occupational variables. For a detailed listing of the variables, refer to the section explaining the reporting format for data bases (pages 11–16).

Sources

The data bases accessed for review were identified through a variety of search procedures as explained in the section "Data Base Search," (page 2). Contacts were made with numerous agencies and individuals representing the following sources:

- Advisory Councils
- Business and Industries
- Civil Service Commission
- Colleges and Universities
- Departments of Labor
- Employment Security Agencies
- Labor Unions
- Professional Associations
- Rehabilitation Services
- Research Organizations
- Selected Individuals
- State Departments of Education
- Vocational Schools

The majority of the data bases were located through federal agencies, research organizations, and university data libraries. Many of the organizations contacted collected data on various special interest groups and variables, however, the data often were limited in scope, not related to the purposes of the catalog, not retrievable or not sufficiently documented.

Design of Reporting Format

The design for the data base reporting format was based on a review of other data abstracts presented in the previously cited catalogs and directories. A prototype of the catalog, including example abstracts, was prepared and reviewed by the project staff, the NIE Project Officer, and the Panel of Consultants. Suggestions for improvement were incorporated into the final design. An explanation of the reporting format is presented in the next section.

DATA BASE

Reporting Format

DATA BASE REPORTING FORMAT WITH EXPLANATIONS

DATA BASE TITLE	Indicates the name of one complete data set. If the set was part of a larger study, the name of the larger study precedes that of the separate data set.
PRINCIPAL INVESTIGATOR	Indicates the names of the persons who exercised primary responsibility for the research program; if the principal investigators were unknown, this is reported. Address is included, if known.
Contact Person	Indicates the person to contact for access to the data base. • Name and title • Usual business address • Regular business phone number
Publications/Source List of Publications	Indicates publications and/or that a list of publications based on the data set are available and the source of the list. Related studies are listed when available.
DOCUMENTATION	
Format	Indicates that the data are on punched cards, computer tape, etc. If the data are on computer tape, the configuration of the data on the tape is listed; the availability of more than one tape configuration is indicated by the phase "common configurations."
Codebook/Data Summary	Indicates the availability of a codebook and/or data summary.
Questionnaires	Indicates the availability of questionnaires, interview forms, or the like, used in gathering data.
Special Work Tapes	Indicates the availability of special work tapes through the above location.

ACCESS

Availability	Indicates the status and conditions under which the data are available: • Data are held in archival form if not currently active. • Adequate documentation is available. • Data are available on request upon payment of fees and compliance with normal confidential requirements. • Other
Restrictions	Indicates any restrictions on access to the data.
Fees	Indicates the cost of acquiring the data set.

DESIGN INFORMATION

Objectives	Indicates the purpose for which the data were originally collected or the sorts of questions which the data were to answer.
Data Collection Procedures	Indicates the methods and techniques used to conduct the study and to collect the data: general type of study such as survey, experimental.
Dates	Indicates the year of data collection, or the various dates of data collection of studies with more than one date of collection.
Longitudinal	Indicates that the data set has multiple data collection points on the same group or cohort.
Sample Characteristics	
Size	Indicates the number of cases and the type of sampling units.
Population	Indicates the size and characteristics of the population of cases from which the sample was drawn.
How Selected	Indicates the sampling technique used in selecting cases for the sample.

SUBJECT VARIABLES

Demographic Variables

Place of residence	Indicates the country/state/county/city of residence of the subject if recorded.
Residential density	Indicates the geographic areas from which the sample was drawn as "rural only," "urban only," "rural and urban," or data not available.
Years of education	Indicates that the number of years of formal education received by each subject is recorded; if available, the range or categories of response are given.
Educational attainment	Indicates that the number and/or types of degrees earned by each subject is recorded; if available, the categories of response are given.
Gender	Indicates that the sex of each subject is recorded.
Race/Ethnicity	Indicates that the race/ethnicity of each subject is recorded; if available, the names and/or number of categories of response are given.
Religion	Indicates that the religion of each subject is recorded; if available, the categories of response are given.
Age	Indicates that the age of each subject is recorded; if available, the range or categories of response are given.
Total income	Indicates that the income for each "subject," "family," and/or "household" is recorded; if available, the range of income and earning period are given.
Marital status	Indicates that the marital status and/or number of children for each subject is recorded; if available, the categories of response are given.
Other	Indicates that other demographic variables are recorded which did not fit in any of the previous categories; if such variables are available, the categories of variables are listed.

Measurement Variables	In the following categories, published tests are identified by titles consistent with Buros (1972), while measures constructed specifically for the abstracted study are identified only by category. If five or less measures are recorded for a variable, each measure is listed individually. If more than five measures are recorded, the number of measures are given.
Ability/Skill	Indicates that ability/skill measures are recorded for each subject; if available, the measures, or types of measures and/or number of items for each measure are given.
Aptitude	Indicates that aptitude measures are recorded for each subject; if available, the measures or types of measures and/or number of items for each measure are given.
Achievement	Indicates that achievement measures are recorded for each subject; if available, the measures or types of measures and/or number of items for each measure are given.
Personality	Indicates that personality measures are recorded for each subject; if available, the measures or types of measures and/or number of items for each measure are given.
Attitudes	Indicates that attitude measures are recorded for each subject; if available, the measures or types of measures and/or number of items for each measure are given.
Values	Indicates that values measures are recorded for each subject; if available, the measures or type of measures and/or number of items for each measure are given.
Interests and Preference	Indicates that interest and preference measures are recorded for each subject; if available, the measures or types of measures and/or number of items for each measure are given.
Job Satisfaction	Indicates that job satisfaction measures are recorded for each subject; if available, the measures or type of measures and/or number of items for each measure are given.

Reference: Buros, O. K. (Ed.). *Seventh mental measurements yearbook.* Highland Park, NJ: Gryphon Press, 1972.

Evaluation of Subjects' Occupational Performance	Indicates that evaluation measures of occupational performance are recorded for each subject; if available, the categories or types of evaluation are given.
Other	Indicates that additional measures are given for each subject that were not included in the above measurement categories; if available, the type or types of measures are given.
Training	Indicates that training information is recorded for each subject; if available, the information is reported according to the following variables, Source, Amount, Level, and Evaluation. These variables are used to categorize training and education that were designed to prepare the individual for a specific occupation. These categories include data not reported under *Years of Education* and *Educational Attainment* above.
Type/Source	Indicates that the institutions or training agencies where training was received are recorded; if available, the types or names of the categories of organizations are given.
Length	Indicates that the length of training received for each occupation was recorded for each subject; if available, the range or categories of response are given.
Level(s)	Indicates that the level(s) of training received is recorded for each subject; if available, the range or categories of response are given.
Evaluation of Training	Indicates that an evaluation of the received training is recorded for each subject; if available, the type or types of evaluation and the evaluating agent are described.
Work Experience	
Job Title	Indicates that current job titles are recorded for each subject. The categories of response are given.
Earnings	Indicates that each subject's past, current, and/or expected income/earnings from their job are recorded; if available, the range or categories of response are given.
Work History	Indicates that work history information is recorded for each subject; if available, the categories of work history data are given.

Occupational Mobility	Indicates that information on occupational mobility, such as regional, within, and across occupational shifts, is recorded for each subject; if available, the categories of mobility information are given.

OCCUPATIONAL VARIABLES

Sample Characteristics	This category reports the existance of data on jobs or occupations. The sample of cases may include occupations, jobs, or unique grouping of jobs.
Size	Indicates the number of occupations sampled and the type of sampling units.
Occupations Represented	Indicates the size and characteristics of the universe of cases from which the sample was drawn.
How Selected	Indicates the sampling techniques used for selecting the cases for the sample.
Occupational Classification	
Job Coding	Indicates the types and source of coding used to index each job or occupation if such codes are recorded.
Job Clustering	Indicates the job clusters or clustering methods used.
Other	Indicates that data on other occupational characteristics are recorded for each case. If such data are recorded the categories of variables are given.
Organizational Characteristics	
Physical Working Environment	Indicates that physical work environment measures are recorded for each job or occupational environment.
Organizational Climate	Indicates that organizational climate measures are recorded for each job or organization.
Union Affiliations	Indicates that data on union affiliations are recorded; if available, the categories of response are given.

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DATA BASE INDEX

Alphabetical Listing by Holding Agency and Type of Data File

Abstract Number — Page

FEDERAL GOVERNMENT

Cross-Sectional

1 Characteristics of Persons in Engineering and Scientific Occupations: 1972
Labor Force Statistics Branch, Populations Division, Bureau of the Census, Washington, DC 28

2 Current Estimate From the Health Interview Survey—United States: 1974
Health Resources Administration, National Center for Health Statistics, Rockville, MD 32

3 High School Dropouts, 1960–1970: Description and Technical Documentation for Four Public Use Sample Extract Files and Two Summary Data Files Based on the Extracts
Department of Health, Education, & Welfare, National Center for Educational Statistics, Washington, DC 36

Longitudinal

4 Aid to Families with Dependent Children Study (Biennial since 1967)
Department of Health, Education, & Welfare, Office of Information Services, Social and Rehabilitation Service, National Center for Social Statistics, Washington, DC 42

5 Bureau of the Census Data
Data User Services Division, Bureau of the Census, Washington, DC 46

6 Central Personnel Data File
Bureau of Manpower Information Systems, U.S. Civil Service Commission, Washington, DC 52

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7 Executive Inventory
Bureau of Executive Manpower, U.S. Civil Service Commission, Washington, DC 56

8 Federal Automated Career System (FACS)
Bureau of Recruiting and Examining, U.S. Civil Service Commission, Washington, DC 60

9 National Longitudinal Study of High School Class of 1972
U.S. Office of Education, Statistical Systems Branch, National Center for Educational Statistics, Washington, DC 64

STATE GOVERNMENT

Cross-Sectional

10 Ohio Rehabilitation Services—Data File
State of Ohio, Ohio Rehabilitation Services, Columbus, OH 70

Longitudinal

11 Minnesota Vocational Followup System (Post Secondary)
State of Minnesota, Department of Education, Division of Vocational-Technical Education, St. Paul, MN 74

RESEARCH ORGANIZATIONS

Cross Sectional

12 Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Alumni Survey
American Institutes for Research Palo Alto, CA 80

13 Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Student Survey
American Institutes for Research Palo Alto, CA 84

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14 Specialty Oriented Student Research System
National Computer Systems
Minneapolis, MN 88

15 Survey of Scientific and Engineering Personnel
Employed at Universities and Colleges
Universities and Nonprofit Institutions
Studies Group, Division of Science
Resources Studies, National Science
Foundation, Washington, DC 92

16 Study of Community Colleges and Vocational-
Technical Education Centers: Graduate
Questionnaire
Bureau of Social Science Research
Washington, DC 96

17 Study of Former NIH Professional Nurse
Trainees and Special Research Fellows
Bureau of Social Science Research
Washington, DC 100

18 Study of Former NIH Nurse Scientist
Trainees and Special Research Fellows
Bureau of Social Science Research
Washington, DC 104

Longitudinal

19 1965 and 1971 Followup of 1961 College
Freshman Class
Policy Analysis Service, American Council
on Education, Washington, DC 110

20 1971 Followup of 1961 College Freshman Class
Policy Analysis Service, American Council
on Education, Washington, DC 114

21 1967 Followup of 1966 College Freshman Class
Policy Analysis Service, American Council
on Education, Washington, DC 118

22 1970 Followup to College Freshman Class of 1966
Policy Analysis Service, American Council
on Education, Washington, DC 122

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23 1971 Followup of 1966 College Freshman Class
Policy Analysis Service, American Council
on Education, Washington, DC 126

24 1970 and 1971 Followup to College Freshman
Class of 1966
Policy Analysis Service, American Council
on Education, Washington, DC 130

25 1971 Followup of College Freshman Class of 1967
Policy Analysis Service, American Council on
Education, Washington, DC 134

26 1972 Followup of College Freshman Class of 1968
Policy Analysis Service, American Council
on Education, Washington, DC 138

27 Oakland Public Schools Follow-Up Study, Class
of 1965
COMSIS Corporation, Mountain View, CA 142

28 Project Talent Eleventh Grade Public Use Sample
with 1, 5, and 11 Year Followup Data
Project Talent Data Bank, American Institutes
for Research, Palo Alto, CA 146

29 Study of Doctoral Candidates BSSR 397
Bureau of Social Science Research
Washington, DC 150

30 Survey of June Graduates of 4-Year Colleges,
Five-Year Follow-Up, BSSR 357
Bureau of Social Science Research
Washington, DC 154

UNIVERSITIES

Cross-Sectional

31 Career Planning Program, Grades 12–13 (also called
General Postsecondary Norm Group, Public Use File)
American College Testing Program, Research
Services, Iowa City, IA 160

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32 Career Planning Program and Assessment of Career Development, Grades 8–11 (also called General Secondary Norm Group, Public Use File)
American College Testing Program, Research Services, Iowa City, IA 164

33 Carnegie Commission National Survey of Higher Education: Faculty
Survey Research Archive, Servicing Section, Inter-University Consortium for Political and Social Research, Ann Arbor, MI 168

34 Carnegie Commission National Survey of Higher Education: Graduate Study
Survey Research Archive, Servicing Section, Inter-University Consortium for Political and Social Research, Ann Arbor, MI 172

35 1956 Detroit Area Studies: The Meaning of Work
Inter-University Consortium for Political and Social Research, Ann Arbor, MI 176

36 Illinois Lobbyist Study
Inter-University Consortium for Political and Social Research, Ann Arbor, MI 180

37 Mexican Americans in Transition: Migration and Employment in Michigan Cities
Inter-University Consortium for Political and Social Research, Ann Arbor, MI 184

38 Quality of Employment Survey, 1972
Survey Research Archive, Servicing Section, Ann Arbor, MI 188

39 Retrospective Life History Data (Johns Hopkins University)
Johns Hopkins University, Baltimore, MD 192

40 San Francisco Bay Region—Local Politics or The City Council Study
Inter-University Consortium for Political and Social Research, Ann Arbor, MI 196

41 State Legislature Study or "Lobbyists and Legislators: A Comparative Study"
Inter-University Consortium for Political and Social Research, Ann Arbor, MI 200

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42 Survey of Working Conditions, November 1969–January 1970
Survey Research Archive, Servicing Section, Ann Arbor, MI 204

43 Washington Lobbyists
Survey Research Archive, Servicing Section, Ann Arbor, MI 208

Longitudinal

44 American National Election Studies, 1972
Inter-University Consortium for Political and Social Research, Ann Arbor, MI 214

45 "Career Plans and Experiences of June, 1961 College Graduates" NORC Studies, Waves ABCDE
National Opinion Research Center, University of Chicago, IL 218

46 Careers Study, Stage III: 1960 Graduates
Social Science Research Council, University of Essex, England 222

47 Explorations in Equality of Opportunity: A Fifteen Year Follow-Up Survey (Sophomores)
Social Science Data Library, University of North Carolina, Chapel Hill, NC 226

48 National Longitudinal Surveys Cohort Covering Boys, Aged 14–24
Center for Human Resource Research, Ohio State University, Columbus, OH 230

49 National Longitudinal Surveys Cohort Covering Girls, Aged 14–24
Center for Human Resource Research, Ohio State University, Columbus, OH 234

50 National Longitudinal Surveys Cohort Covering Men, Aged 45–59
Center for Human Resource Research, Ohio State University, Columbus, OH 238

51 National Longitudinal Surveys Cohort Covering Women, Aged 30–44
Center for Human Resource Research, Ohio State University, Columbus, OH 242

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52 A Panel Study of Income Dynamics, 1968–1973
Survey Research Archive, Servicing Section,
Ann Arbor, MI 246

53 School to College: Opportunities for Post-High School Education (SCOPE)
Survey Research Center, University of
California at Berkeley 250

54 United States Higher Civil Service Study—Careers of High-Level Employees
Survey Research Archive, Servicing Section,
Ann Arbor, MI 254

55 Youth in Transition
Survey Research Archive, Servicing Section,
Ann Arbor, MI 258

ABSTRACTS OF DATA BASES

Federal Government: Cross-Sectional

ABSTRACT 1

DATA BASE TITLE	Characteristics of Persons in Engineering and Scientific Occupations: 1972
PRINCIPAL INVESTIGATOR	National Science Foundation and the Bureau of the Census
Contact Person	Paula J. Schneider, Chief Labor Force Statistics Branch Population Division Bureau of the Census Washington, DC 20233
Publications/Source List of Publications	U.S. Bureau of the Census. *Characteristics of persons in engineering and scientific occupations: 1972* (Tech. Rep. No. 33). Washington, DC: U.S. Government Printing Office, 1974. (Source list of publications included)
Related Studies	U.S. Bureau of the Census. *Characteristics of America's Engineers and Scientists: 1960 and 1962*. Paper No. 21, Washington, DC: U.S. Government Printing Office, 1969.
DOCUMENTATION	U.S. Bureau of the Census. *Selected characteristics of persons in fields of engineering: 1974* (Series P-23, No. 53). Washington, DC: U.S. Government Printing Office, 1975.
Format	
Codebook/Data Summary	Data Summary, see Publications, above. Source of present abstract.
Questionnaire	Available, see Publications, above.
Special Work Tapes	Public Use Tapes
ACCESS	
Availability	U.S. Government Printing Office—reports. Bureau of the Census—tapes.
Restrictions	Tapes adjusted to assure confidentiality.

Fees	$2.65 per copy—reports. $160.00—tapes.

DESIGN INFORMATION

Objectives	The postcensal study, of which the present 1972 Professional, Technical, and Scientific Manpower Survey is a part, was designed to provide information on scientific and technical workers in order to update and augment information from such sources as the Census of Population. Accordingly, the postcensal study provides an information profile on a sample of persons who in the 1970 Census of Population were in the experienced civilian labor force and were coded to scientific and engineering occupations. In addition the use of the 1970 Census as a sampling frame for the study affords the opportunity to examine changes that occurred to a representative sample of persons in scientific and technical occupations between 1970 and 1972.
Data Collection Procedures	Data collection period extended from February 17 to July 17, 1972. Questionnaires designed to extend Census findings were mailed to the sample with postal followups on March 9 and March 28. A certified mail followup was accomplished on April 24. Finally, a telephone follow-up began on May 9. A total of 73.1% of all questionnaires were retained for processing.

Sample Characteristics

Size	74,000
Population	Engineers and scientists in America.
How Selected	Initially 108,000 (Sample I) persons were systematically sampled from 41 groups of census occupations encompassing engineering and scientific areas.

SUBJECT VARIABLES

Demographic Variables

Place of Residence	Current address—regions. Citizenship status.
Residential Density	Metropolitan or Non-metropolitan.
Years of Education	Years of education

Educational Attainment	Parental educational attainment—tape. Major high school and college subjects completed—tape. Highest degree obtained.
Gender	Male and female.
Race/Ethnicity	Detailed race on tapes.
Religion	
Age	Age categories—reports. Age by single years—tapes.
Total Income	Annual salary and additional bonuses or profit sharing income; income from all jobs in 1971 and income from own business, practice, or partnership; income by type in 1969—on tapes.
Marital Status	Marital status, children—tapes.
Other	Military service. Professional society or association membership/certification. Source or financing for education.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Types of training received (e.g., apprenticeship, adult education, etc.)
Lengths	

Levels	
Evaluation of Training	

Work Experience

Job Title	Current job title, and previous 2 jobs—tape.
Earnings	See Total Income, above.
Work History	Parental occupation when subject was about 16 years old. Complete employment profile for last three civilian jobs. Whether or not employed during last week. Reason for leaving last three civilian jobs. First full-time professional job—on tapes.
Occupational Mobility	Whether or not a change in jobs was accompanied by a change in residence; indicates previous and new address—on tapes.

OCCUPATIONAL VARIABLES

Sample Characteristics

Size	41
Occupations Represented	Engineering and scientific occupations.
How Selected	All of Bureau of the Census titles within the engineering and scientific occupations.

Occupational Classification

Job Coding	Bureau of the Census codes, and self-identification codes.
Job Clustering	
Other	

Organizational Characteristics

Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	Major activities for last three civilian jobs. Level of supervisory responsibility for last three civilian jobs.

ABSTRACT 2

DATA BASE TITLE	Current Estimate From the Health Interview Survey—United States—1974
PRINCIPAL INVESTIGATOR	U.S. Department of Health, Education, and Welfare Public Health Service Health Resources Administration National Center for Health Statistics Rockville, MD
Contact Person	Mrs. Ethel R. Black Room 9-31, Parklawn Building 5600 Fisher Lane Rockville, MD 20857
Publications/Source List of Publications	U.S. Department of Health, Education, and Welfare *Current listing and topical index to the vital and health statistics series, 1962–1975.* Washington, DC: Author, April 1976.
Related Studies	Current Estimates from the Health Interview Survey, United States, 1971, 1972, and 1973.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Data Summary
Questionnaires	Available, source of present abstract.
Special Work Tapes	Available, standardized micro-data tape transcripts.
ACCESS	
Availability	On request from contact person or the Department of Health, Education, and Welfare.
Restrictions	
Fees	

DESIGN INFORMATION

Objectives	To obtain estimates of acute conditions, number of persons reporting limitation of activity, number of persons injured, hospital discharges, persons with hospital episodes, disability days, and frequency of dental and physician visits. Based on data collected in the Health Interview Survey during 1974.
Data Collection Procedures	Interview survey. Cross-sectional sampling. Data also collected during 1971, 1972, and 1973. Data are collected each year.
Sample Characteristics	
Size	For 1974, 40,000 households containing about 116,000 persons living at the time of the interview.
Population	Civilian, non-institutionalized population of the United States.
How Selected	Identified 1,900 primary sampling units in 50 states and District of Columbia. A total of about 120,000 subjects were subsequently sampled.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Current address
Residential Density	All SMSA, Outside SMSA, Non-Farm, Farm
Years of Education	Education of head of family; less than 9 years, 9–11 years, 12 years, 13+ years.
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	White, Black, other
Religion	
Age	Current Age

Total Income	The income recorded is the total of all income received by members of the family.
Marital Status	Married, widowed, divorced, separated, or never married.
Other	Data on incidence of acute conditions, limitations of activity, persons injured, hospitalization, disability days, dental visits, and physicians visits. Also data added in 1974 includes orthodontal care, health insurance, hypertension, medical care practices, cost of time lost from work for health reasons, and detailed information on medically attended acute conditions.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	

Work Experience	
Job Title	
Earnings	See Total Income above. Amount of money lost in two weeks due to acute health conditions.
Work History	Time lost during last two weeks due to acute health conditions.
Occupational Mobility	
OCCUPATION VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 3

DATA BASE TITLE	High School Dropouts, 1960-1970: Description and Technical Documentation for Four Public Use Sample Extract Files and Two Summary Data Files Based on the Extracts
PRINCIPAL INVESTIGATOR	Director of Research Data Use and Access Laboratories 1601 N. Kent Arlington, VA 22209
Contact Person	Dr. William Dorfman Department of Health, Education, & Welfare National Center for Educational Statistics 400 Maryland Avenue, S.W. Washington, DC 20202
Publications/Source List of Publications	Data Summary available from contact person.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Description and technical documentation summary—Source of present abstract.
Questionnaire	
Special Work Tapes	Available
ACCESS	
Availability	Data summary and work tapes available from contact person.
Restrictions	None
Fees	

DESIGN INFORMATION

Objectives	High school dropouts as defined and described by 4 Public Use Sample extract files and 2 summary data files based on those extracts.
Data Collection Procedures	Bureau of Census data for 1960 and 1970—Cross-sectional.
Dates	
Longitudinal	
Sample Characteristics	
Size	800,000 + across all four extract files.
Population	U.S., Age group 14—21 years.
How Selected	1960/1970 Compatible Public Use Sample ("1960") 1970 15% State Public Use Sample ("15% N") 1970 5% State Public Use Sample (" 5% N") 1970 15% Neighborhood Public Use Sample ("15% N").

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S. address.
Residential Density	Rural/Urban, plus 17 selected indicators tabulated for households in the vicinity of the reference household.
Years of Education	Highest grade attended.
Educational Attainment	Highest grade finished.
Gender	Both male and female.
Race/Ethnicity	Multiple categories of response: Includes four categories which differentiate Spanish background (e.g., Puerto Rican, Cuban)
Religion	
Age	14—21 years, in year increments.

Total Income	Family income, current. Earnings: wages/salary, non-farm business, own farm, welfare, other sources. Total income.
Marital Status	Marital status; children ever born, married more than once; age at first marriage; academic quarter of first marriage.
Other	
Measurement Variables	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Vocational training; field of vocational training.
Length	
Level(s)	
Evaluation of Training	
Work Experience	
Job Title	Occupation, current and 5 years previous.
Earnings	Current wage/salary.
Work History	Year last worked; working last year and weeks worked; disability limiting/preventing work; duration of disability.

Occupational Mobility	Current occupation; occupation 5 years previous; current address; address 5 years previous.

OCCUPATIONAL VARIABLES

Sample Characteristics

Size	Occupation, current and 5 years previous.
Occupations Represented	Occupations, current and 5 years previous.
How Selected	Unselected for occupations; Bureau of Census sample of 14–21 year old subjects.

Occupational Classification

Job Coding	Current and 5 years previous occupation. Employment Status Recode (Bureau of Census Codes)
Job Clustering	
Other	

Organizational Characteristics

Physical Working Environment	
Organizational Slimate	
Union Affiliations	
Other	

FEDERAL GOVERNMENT:

Longitudinal

ABSTRACT 4

DATA BASE TITLE	Aid to Families with Dependent Children Study (Biennial since 1967)
PRINCIPAL INVESTIGATOR	Department of Health, Education, & Welfare Social and Rehabilitation Service
Contact Person	Howard Oberheu Department of Health, Education, & Welfare Office of Information Services Social and Rehabilitation Service National Center for Social Statistics Washington, DC 20201
Publications/Source List of Publications	Most recent published: *Findings of the 1973 AFDC Study, Part I. Demographic and program characteristics, Part III. Services to families, Part IV. Discontinuances for AFDC money payments during 1973.*
Related Studies	1975 study results are being gradually disseminated in unpublished form.
DOCUMENTATION	
Format	Common tape configurations.
Codebook/Data Summary	
Questionnaire	Available, case record schedules for both Eligibility Worker and Service Worker. Source of present abstract
Special Work Tapes	Available from the National Technical Information Service.
ACCESS	
Availability	On request from contact person.
Restrictions	
Fees	

DESIGN INFORMATION

Objectives	
Data Collection Procedures	Survey questionnaire. Source of information included clients case record, personal knowledge of the case, information as provided by other agency workers or from the client personally. Most recent study conducted May 1975.
Sample Characteristics	
Size	
Population	Clients receiving aid from the Aid to Families with Dependent Children program.
How Selected	

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Entire U.S.
Residential Density	9 categories of residence from Rural through Cities with Populations of 1,000,000 or more.
Years of Education	Highest grade or level of school completed by the mother and father.
Educational Attainment	
Gender	Male and Female.
Race/Ethnicity	Race, multiple categories. If of Spanish decent, indicates country of origin.
Religion	
Age	Current age of mother and father.
Total Income	Total income considered in AFDC budget by category. Whether or not mother or father is receiving a public assistant money payment. Amount AFDC assistance group was paid during study month and source of payment. Current value of total resources held by AFDC assistant.

Marital Status	Number of children in AFDC age range.
Other	Number of persons in household. Type of dwelling. Whether a male or female is head of household. Multiple questions concerning relationships between members of the AFDC household.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Usual occupational group for mother and for father whem employed.
Earnings	If employed, total earnings for study month.
WorkHistory	Whether or not employed; if so, when job began, if not, when last job ended.

Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	12 census codes.
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 5

DATA BASE TITLE	Bureau of the Census Data
PRINCIPAL INVESTIGATOR	Robert L. Hagan, Acting Director Bureau of the Census U.S. Department of Commerce Washington, DC 20233
Contact Persons	a. Larry W. Carbaugh Chief, User's Service Staff Data User Services Division Bureau of the Census Washington, DC 20233 (301) 763-2400 b. Dual Labs Suite 916 1411 Jefferson Davis Highway Arlington, VA 22202 c. Major State Universities Departments of Geography, Political Science and/or Sociology
Publications/Source List of Publications	U.S. Department of Commerce, Bureau of the Census. *Index to selected 1970 census reports.* Washington, DC: U.S. Government Printing Office, 1974.
Related Studies	Related Publications: *1970 Census user's guide, Parts 1 & 2.* Washington, DC: U.S. Department of Commerce, Bureau of the Census. Washington, DC: U.S. Government Printing Office, 1970. *Data user news.* U.S. Department of Commerce, Bureau of the Census. Washington, DC. Author, Publications Distribution Section, monthly. *The bureau of the census catalog.* U.S. Department of Commerce, Bureau of the Census. Washington, DC: U.S. Government Printing Office, 1974.

Publications/Source List of Publications (continued)	Other publications of the Bureau of the Census that include a re-aggregation of census data and are available from the U.S. Government Printing Office are: *1972 Professional, Technical, and Scientific Manpower Survey, 1972.* *Participation in Adult Education, 1972.* *Postcensal Survey of Professional and Technical Manpower, 1973.*

DOCUMENTATION

Format	Variable Record Lengths (Hierarchical)
Codebook/Data Summary	User's Guide, Parts 1 & 2, plus interview, provide source of information. Additional file documentation available on request.
Questionnaires	Available
Special Work Tapes	Available

ACCESS

Availability	Available from the Bureau of the Census and from major universities (see Contact Person(s) above)
Restrictions	Data are suppressed if release might disclose information for specific individuals or households in accordance with Title 13 of the U.S. Code.
Fees	Cost of data is set by the Bureau of the Census. Special tabulations are available at user request and at user expense.

DESIGN INFORMATION

Objectives	Each question must conform to guidelines set by Congress in the Federal Reports Act of 1942. The major objective is to insure that the informational needs of government, and through it, of the public, are adequately met in the most efficient manner.

Data Collection Procedures

The Census data collected in 1970 are described in terms of 100% complete-count (100% enumeration) or 20%–, 15%–, and 5%–samples.

The public use samples differ from the counts in that data are collected from randomly selected respondents by interview, rather than mail questionnaire in public use samples. Data are not longitudinal; however, changes in cross tabulations of data over the years may well indicate trends.

1. Summary files (geographic area summaries) are available, containing the complete-count and sample data.
2. Microdata files (individual records) are also available. These are disclosure-free samples (1/100, 1/1000, 1/10,000) of the sample responses known as public use samples.

Sample Characteristics

Size	See individual counts
Population	Citizens of the U.S.A.
How Selected	Involves both personal interview and mailed questionnaires.

SUBJECT VARIABLES

Demographic Variables

Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Provided in general categories, including nursery school, high school, or college.
Educational Attainment	
Gender	Male and Female

Race/Ethnicity	Categories include, White, Black, American Indian, Japanese, Chinese, Filipino, Korean, Hawaiian, Other, Spanish Heritage population also available.
Religion	
Age	Unbounded responses, in single year increments, from less than 1 year to more than 100.
Total Income	Income for respondent is reported; income for the family is computed as the combined total incomes for all members of each family.
Marital Status	Status of marriage, including married, widowed, divorced, separated, or never married; number of children is also ascertained, as is structure of the family unit.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Values	
Interest and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Preference	
Other	

Training	
Type/Source	
Length	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Job Title and most important activities are specified.
Earnings	For present job: Earnings Level is available in unbounded responses, with increments of various sizes.
Work History	Information about employment status and disability status are not available longitudinally; they are available for cross-sectional analysis, however. Availability in terms of residential mobility: intra-county, and inter-county movers.

OCCUPATIONAL VARIABLES

Sample Characteristics	
Size	Not sampled by population.
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Occupation classification scheme of Census of Population, Classified Index of Occupations and Industries.

Job Clustering	Industry classification scheme of the Census of Population, Classified Index of Occupations and Industries.
Other	Work patterns, including class of worker, place of work, and means of transportation to work are also included.
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 6

DATA BASE TITLE	Central Personnel Data File (CPDF)
PRINCIPAL INVESTIGATOR	Dr. Philip A. D. Schneider Associate Director for Manpower Information Bureau of Manpower Information Systems U. S. Civil Service Commission
Contact Person	Dr. Philip A. D. Schneider Bureau of Manpower Information Systems U.S. Civil Service Commission 1900 E Street, N.W. Washington, DC 20415 (202) 632-6808
Publications/Source List of Publications	List not available. Publications: Twice yearly-minority surveys; once yearly-occupational survey; once yearly-geographic survey; once yearly-salary and wage survey.
Related Studies	Federal Automated Career System

DOCUMENTATION

Format	Tape
Codebook/Data Summary	Schneider, P.A.D. *The central personnel data file.* Washington, DC: U.S. Civil Service Commission, Bureau of Manpower Information Systems, 1974.
Questionnaire	Personnel Data Standards, FPM Supplement 292-1 (Aug 76)
Special Work Tapes	Self-Identification of Medical Disability SF-256 (1-77)

ACCESS

Availability	On request from contact person.
Restrictions	To use in management of federal government personnel only. Data identifying individuals is not available.

Fees	Cost recovery basis.

DESIGN INFORMATION

Objectives	To meet the essential information needs about the Federal work force, to reduce the special agency reporting that has historically been required, to support manpower analyses that the commission needs to do in its ongoing normal personnel management process.
Data Collection Procedures	Dates of data collection: Done continually. The data base in maintained by means of automated input (punched card and magnetic tape) and personnel action forms submitted to the Commission. The current status file is the major file into which daily transactions are merged to form the computer data base. This computer data base is, in effect, continually updated with longitudinal information.
Sample Characteristics	
Size	Approximately 3.0 million Federal employees.
Population	Federal employees from the Legislative Branch (40%), Judicial Branch (3%), and the Executive Branch (99%).
How Selected	Complete universe of the Legislative, Judicial, and Executive Branch agencies which report data to the Commission.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	
Residential Density	
Years of Education	Contains 22 levels of education ranging from grade 8 or equivalent to post-doctorate.
Educational Attainment	Included in above 22 educational levels.
Gender	Male and Female.

Race/Ethnicity	Minority group designator code for categories of Negro, Spanish Surname, American Indian, Oriental, Aleut and Eskimo (in Alaska only), employees in Guam, Hawaii, or Puerto Rico, and None of These.
Religion	
Age	Date of Birth given.
Total Income	Only income available is salary for current position of employee.
Marital Status	
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects Occuaptional Performance	
Other	
Training	
Type/Source	CPDF Training System—Subsystem of CPDF. Source of training available indicating whether government or non government activity provided training. Type of training also available but categorizes subject matter of training not organizations where received
Length	Number of hours of training instance.
Levels	

Evaluation of Training	
Work Experience	
Job Title	
Earnings	Only available for individuals with Federal Civilian Government income.
Work History	
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occuupational Classification	
Job Coding	Functional Classification (Specialty and Environment) and 5-digit occupational series code defining subdivision of occupational family or group.
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 7

DATA BASE TITLE	Executive Inventory
PRINCIPAL INVESTIGATOR	Sally H. Greenberg Assistant Director, Executive Programs and Resources Bureau of Executive Manpower U.S. Civil Service Commission
Contact Person	Sally Greenberg Assistant Director, Executive Programs and Resources Bureau of Executive Manpower U.S. Civil Service Commission 1900 E Street, N.W. Washington, DC (202) 632-4648
Publications/Source List of Publications	Executive Personnel in the Federal Service.
Related Studies	
DOCUMENTATION	
Format	Tape and Microfilm
Codebook/Data Summary	Available
Questionnaire	Executive Inventory Record, SF-161
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	For use outside the federal government, restricted to production of summary descriptive statistics.
Fees	Cost recovery basis.
DESIGN INFORMATION	
Objectives	Centralized source of candidates for GS 16-18 positions Data source for summary descriptive statistics Data source for annual report to Congress

Data Collection Procedures	Personnel entering grades 15–18 and equivalent positions complete an executive inventory record (SF–161)
Dates	
Longitudinal	
Sample Characteristics	
Size	Approximately 50,000 registrants; both present and former GS 15–18 and equivalent personnel.
Population	Covers GS 15–18 and equivalent personnel in most of the executive branch agencies.
How Selected	Complete universe of population.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	State of legal or voting residence at time of first appointment to full-time federal position.
Residential Density	
Years of Education	10 categories ranging from did not graduate from high school to have earned doctorate.
Educational Attainment	Includes all earned degrees at bachelor level and above to maximum of 5 and up to 5 degrees, diplomas, and certificates for which degree at bachelors level not awarded.
Gender	Male and female.
Race/Ethnicity	
Religion	
Age	Date of birth given.
Total Income	Available through salary and GS grade of current position.
Marital Status	
Other	

Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	6 items available indicating expression of preference in respect to referral for assignment.
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Contains number of major training programs attended to maximum of 5 and year in which attended.
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Available
Earnings	GS grade and salary available for current position.
Work History	Available for up to 7 previous positions, including dates, employer, salary, location, position title, and basic duties.
Occupational Mobility	Interest in changing geographic locations available.

OCCUPATIONAL VARIABLES

Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	5-digit occupational series code defining subdivisions of occupational family or group, 2-digit specialization code for certain positions, and 2-digit job function code ranging from self-employed to Director or Manager (i.e., 14 categories) available.
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 8

DATA BASE TITLE	Federal Automated Career System (FACS)
PRINCIPAL INVESTIGATOR	William C. Reifsnyder Chief FACS Control Unit Bureau of Recruiting and Examining U.S. Civil Service Commission
Contact Person	William C. Reifsnyder Chief FACS Control Unit Bureau of Recruiting and Examing U.S. Civil Service Commission 1900 E Street Washington, DC 632-7778
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	Tape
Codebook/Data Summary	
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	
Restrictions	Restricted to use within Federal government management.
Fees	
DESIGN INFORMATION	
Objectives	Improving manpower utilization through a more effective matching of jobs and people.

Data Collection Procedures	Dates of Data Collection: Began December 1972–Collection continual. By completing a questionnaire, the middle and upper-management worker's file becomes active. Any subsequent personnel actions will be submitted to the Civil Service Commission; such actions will be automatically recorded on this longitudinal record. In addition, every 18 months, the worker will receive a complete copy of his printout for revision at any time.
Sample Characteristics	
Size	All GS 13 and 14 employees in selected occupational areas (i.e., general administration, accounting and budget, engineering and architecture, business and industry, and mathematics and science) and GS 11-14 employees in personnel management series. Approximately 65,000 registrants. Full-time, permanent, General Schedule employees of agencies covered by the Central Personnel Data File.
Population	Full-time, permanent, General Schedule employees of agencies covered by the Central Personnel Data File.
How Selected	Complete survey of universe.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	State or Country, city, street address and zip code available.
Residential Density	Not available.
Years of Education	Categories with variable increments.
Educational Attainment	Available–22 levels of education ranging from did not complete elementary school to post doctorate.
Gender	
Race/Ethnicity	
Religion	

Age	Available through date of birth.
Total Income	
Marital Status	
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	7 items available indicating employee's interest in job changes.
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Contains number of courses taken in each of 5 categories.
Length	Available, indicates whether training longer or shorter than 120 days.
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	Available.

Work History	Not available in the automated data base.
Occupational Mobility	Contains indicator of geographic preference and willingness to travel.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Available—5-digit occupational series code defining subdivisions of occupational family or group, 3-digit current position speciality code, 2-digit current position function code, and 2-digit current position-environment code.
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 9

DATA BASE TITLE	National Longitudinal Study of the High School Class of 1972
PRINCIPAL INVESTIGATORS	Thomas L. Hilton, Education Testing Service Princeton, NJ 08540
Contact Person	J. P. Bailey, Jr. Center for Educational Research and Evaluation, Research Triangle Institute, Research Triangle Park, NC 27709
Contact Person	William Dorfman, Chief Statistical Systems Branch, National Center for Educational Statistics, U.S. Office of Education, 400 Maryland Avenue, S.W. Washington, DC 20202 (202) 245-8766
Publication/Source List of Publications	Levinsohn, J., Lewis, L., Riccobono, J. A., & Moore, R. P. *National longitudinal study of the high school class of 1972—Data file users manual.* Research Triangle Park, NC: Center for Educational Research and Evaluation, 1976.
Related Studies	
DOCUMENTATION	
Format	9 track tape, 3 reels, Fixed Block Format.
Codebook/Data Summary	Data File User's Manual, source of abstract. See Publication/Source List, above.
Questionnaire	Available.
Special Work Tapes	
ACCESS	
Availability	Available on request from contact person.
Restrictions	Only government contractors have unrestricted access for confidentiality purposes.
Fees	

DESIGN INFORMATION

Objectives	To observe the educational and vocational activities, plans, aspirations, and attitudes of young people after they leave high school and to investigate the relationships of this information to their prior educational experiences, personal and biographical characteristics.
Data Collection Procedures	An original full scale survey in 1972 was followed up, longitudinally, in 1973 and 1974. Current plans call for at least two more followup surveys in 1976 and 1979. Mail surveys returned were edited; if information was insufficient on key questions, a telephone followup was used.* Editing procedures, hopefully, assured that the data file contained (a) only valid responses, (b) codes describing missing data, and (c) "logically recorded values." *Personal interviews attempted on all mail non-respondents.
Sample Characteristics	
Size	23,451 planned sample; 22,532 with followup data.
Population	All 1972 twelfth graders enrolled in public, private, and church-affiliated schools.
How Selected	Two stage stratified sample: Stage 1 is a school sampling frame consisting of 600 strata; stage 2 is a sampling of students with equal probabilities and without replacement.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A., local address.
Residential Density	8 unique categories reflecting degrees of Rural and Urban, primarily reflecting differences in population.
Years of Education	All twelfth graders in 1972.
Educational Attainment	Specific report of certificates earned.
Gender	Male and Female.

Race/Ethnicity	7 unique categories of response: American Indian, Black, Mexican-American, Puerto Rican, Latin-American, Oriental, White, Other.
Religion	6 unique categories of response: Protestant, Roman Catholic, Jewish, Other Christian, None, Other.
Age	Indicated specifically.
Total Income	Estimate of total income for respondent and/or spouse in followup surveys.
Marital Status	4 categories of response in followup surveys: never married, but plan to; never married, no plans to; married; separated, divorced, or widowed.
Other	
Measurement Variables	
Ability/Skill	Composite Ability Index (Vocabulary, Reading, Reasoning, Math). Picture Number (associate memory) 30 items. Perpetual Speed & Accuracy 116 items. Student's Grade Average 3 items.
Aptitude	
Achievement	High School grades from records; Postsecondary self-reported grades for all education since high school, including Voc/Ed.
Personality	Self Concept–4 items (1 score) Locus of Control–4 items (1 score) Personality Traits–9 items
Attitudes	About your education and your school–36 items About important factors in life–10 items About self–8 items About future career plans–1 item
Value	Work Orientation–3 items (1 score) Family Orientation–3 items (1 score) Community Orientation–3 items (1 score)
Interest and Preference	Important concerns about jobs–10 items Important factors in determining work–10 items What will take the largest share of your time after leaving high school? 10 sections
Job Satisfaction	8 items (Likert-type scale)
Evaluation of Subjects Occupational Performance	Self-evaluation data available in 1977 from 1976 third followup survey.

Other	Socioeconomic Status-composite score: (1) Father's education, (2) Mother's education, (3) Parents' income, (4) Father's occupation, (5) Household items.
Training	
Type/Source	Describes the type of school attended (2-year, 4-year, technical) as well as area of study.
Length	5 unique categories of responses: Less than 3 months; 3–4 months; 6–11 months; on to 2 years; more than 2 years.
Levels	
Evaluation of Training	Self-evaluation–12 items.
Work Experience	
Job Title	Coding using 1970 Census codes
Earnings	Estimation of earnings 1 year before and now.
Work History	Reasons for not being employed–Description of October job each year.
Occupational Mobility	Can determine how far the subject moved and if to find or take a job.

OCCUPATIONAL VARIABLES

Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment and Organizational Climate	Both to be covered in new data file available in 1978 from third followup data.
Union Affiliations	
Other	

STATE GOVERNMENT:

Cross-Sectional and Longitudinal

ABSTRACT 10

DATA BASE TITLE	Ohio Rehabilitation Services–Data File
PRINCIPAL INVESTIGATOR	State of Ohio
Contact Person	Don Bishop Ohio Rehabilitation Services 4656 Heaton Columbus, OH 43229 (614) 466-7164
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	
Codebook/Data Summary	Instructions for completing Case Service Report is source of this abstract.
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	Current files and closed case files. Available format change made in 1974.
Restrictions	Normal confidentiality.
Fees	1974 files to present available for minimal copy fee. Fees for prior to 1974 upon request.
DESIGN INFORMATION	
Objectives	To meet federal, state and internal reporting requirements.

Data Collection Procedures	Data collected on all open cases for agency using a computer scannable form prepared in field office as a result of interview, etc. by Rehabilitation Services Commission counselor.
Sample Characteristics	
Size	Approximately 50,000 cases on any given active file. Approximately 10,000 closures per quarter.
Population	
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Specifically indicated by county in USA.
Residential Density	
Years of Education	Highest grade completed is reported.
Educational Attainment	
Gender	Male and Female.
Race/Ethnicity	Reported as White, Black, American Indian, Other. Also reported as Spanish surname: Yes or no.
Religion	
Age	Specifically indicated, increments of one year.
Total Income	Present weekly earnings reported specifically; monthly family income reported in ten unbounded categories, primarily $50 increments.
Marital Status	Reported in 5 categories: Married, Widowed, Divorced, Separated, Never Married. Actual number of dependents indicated, as well as size of family.
Other	Handicaps of respondents as well as identification of special federal programs are identified.
Measurement Variables	
Ability/Skill	
Aptitude	

Achievement	
Personality	
Attitudes	
Values	
Interest and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Training identified in seven categories: College, other academic, business school, vocational school, on-the-job, personal and vocational adjustment, and miscellaneous.
Length	See "Years of Education"
Levels	
Evaluation of Training	
Work Experience	
Job Title	Indicated in one of 9 categories, including competitive labor market, sheltered workshop, self-employed, homemaker, and unpaid family worker.
Earnings	Present weekly earnings (reported specifically); Monthly family income reported in ten unbounded categories in primarily $50 increments.
Work History	Work Status reports provided for ages 10 to 24. 9 unique categories, including competitive labor market, sheltered workshop, self-employed, homemaker, and unpaid family worker.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	

Size	None sampled.
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	*Dictionary of Occupational Titles*
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 11

DATA BASE TITLE	Minnesota Vocational Followup System (Post-Secondary)
PRINCIPAL INVESTIGATOR	State of Minnesota
Contact Person	Director, Program Planning & Development Section Division of Vocational-Technical Education Department of Education Capital Square, 550 Cedar Street St. Paul, MN 55101 (612) 296-2421
Publications/Source List of Publications	Summary reports are prepared on an annual basis presenting data in the following format: 1. Each program in each Area Vocational-Technical Institute 2. Each Area Vocational-Technical Institute 3. Each program across the state 4. The state as a whole
DOCUMENTATION	
Format	Hard copy—narrative information for interpreting data presented
Codebook/Data Summary	Data Summary, source of present abstract
Questionnaires	
Special Work Tapes	
ACCESS	
Availability	On request from state
Restrictions	Approval form must be completed and permission secured to access data base. Compliance with normal confidential requirements mandatory.
Fees	Cost of computer time and programming charges if data base is accessed.

DESIGN INFORMATION

Objectives	To provide for a systematic collection of vocational data and feedback for educational improvement.
Data Collection Procedures	Data collected from students at the beginning of a vocational program and when the student terminates. Graduates receive a followup questionnaire one year after program completion in which they evaluate both occupational training and their current situation. If employed they are asked to indicate the name of their employer. A questionnaire is then directed to this employer to evaluate the qualifications and abilities of the vocational graduate, now their employee. Only graduates are asked to evaluate programs and training. Data collected during 1975. System is ongoing.
Sample Characteristics	
Size	7,900 in 1975 9,600 in 1976
Population	Graduates of post-secondary vocational programs.
How Selected	Attempted 100% selection, 80% was required.

SUBJECT VARIABLES

Dempgraphic Variables	
Place of Residence	Current address, geographic background
Residential Density	
Years of Education	Years of education
Educational Attainment	Enrollees with high school diploma or equivalent
Gender	Male and Female
Race/Ethnicity	
Religion	
Age	Less than 17, 18 through 25, greater than 25
Total Income	Income for first job after graduation, and current job.

Marital Status	Marital status
Other	Handicaps
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Values	
Interests and Preference	
Job Satisfaction	Overall job satisfaction for graduates in directly-related and non-related jobs. Satisfaction with selected characteristics of job with respect to both non-related and directly-related jobs.
Evaluation of Subjects Occupational Performance	Employer's evaluation of selected work characteristics of graduates presently employed: quality and quantity of work, importance of job knowledge to present work, ability to operate equipment, and reading/verbal skills. Employer's judgment of selected personal characteristics as compared to other workers in work group. Overall judgment of competency, effectiveness, and work attitudes.
Other	
Training	
Type/Source	Program completed. Any additional training during year after graduation.
Length	
Levels	
Evaluation of Training	Rating of program curriculums, instructors. Satisfaction with original program choice. Quality of selected services and facilities provided by training agency.

Work Experience

Job Title	Current job title
Earnings	See Total Income, above.
Work History	Job at graduation, current job. Full or part-time status for first and current job. Employment status at present time. Reasons why currently unavailable for employment. Number of jobs held during first year after graduation.
Occupational Mobility	Geographic locations of graduates first job and for current job.

OCCUPATIONAL VARIABLES

Sample Characteristics

Size	46 occupational clusters 122 specific curriculum areas
Occupations Represented	Broad occupational clusters.
How Selected	Graduate currently employed within one of the 46 job clusters included on a checklist.

Occupational Classification

Job Coding	OE code–6-digit number
Job Clustering	
Other	Degree of relatedness of first and current job to prior training.

Organizational Characteristics

Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

RESEARCH ORGANIZATIONS:

Cross-Sectional

ABSTRACT 12

DATA BASE TITLE	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Alumni Survey
PRINCIPAL INVESTIGATOR	Dr. Steven M. Jung American Institutes for Research
Contact Person	Dr. Steven M. Jung American Institutes for Research P.O. Box 1113 Palo Alto, CA 94302 (415) 493-3550
Publications/Source List of Publications	3 publications available, including technical specifications and marginals—codebook from National Institute of Education (NIE).
Related Studies	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Student Survey
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Technical specifications book is source of abstract.
Questionnaires	Available
Special Work Tapes	
ACCESS	
Availability	On request from NIE Career Research Data Bank.
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	This followup survey compared alumni who had been enrolled in 46 proprietary and non-proprietary vocational schools offering training in 4 selected occupational areas (office, health, computer, and technical) in 4 metropolitan cities in the U.S.

Data Collection Procedures	1972 This survey study was directed toward a cross-section of alumni. The questionnaires were mailed.
Sample Characteristics	
Size	5,963
Population	Total population alumni enrolled in designated training programs in these 4 cities.
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Urban, USA
Residential Density	
Years of Education	Alumni of post-secondary vocational programs.
Educational Attainment	Degrees or certifications received since training—Public 2 year, Public 4 year, business college, etc.
Gender	Male and Female
Race/Ethnicity	Bounded responses, 4 unique categories. American Indian, Black, Oriental, Spanish Surname.
Religion	
Age	Unbounded responses, 6 categories, primarily 5-year increments.
Total Income	For present job, job before training, job after training: 7 categories ranging from $1 to greater than $1000 per month.
Marital Status	
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	

Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	How well subject likes present job–1 item
Evaluation of Subjects Occupational Performance	
Other	When training was completed–1 item
Training	
Type/Source	Bounded responses, 4 unique categories: office, computer, technical, health.
Length	Not specifically available; see "Years of Education"
Levels	
Evaluation of Training	Was training worth cost?–1 item
Work Experience	
Job Title	
Earnings	Income, present job, job before training, job after training–3 items 7 categories ranging from $1 to greater than $1000 per month.
Work History	Type, present job, job before training, job after training–3 items Length of time to find a job–1 item Whether respondent looked for a job in same field as training–1 item How respondent got first job–1 item
Occupational Mobility	Length of time to find a job–1 item Whether respondent looked for a job in same field as training–1 item How respondent got first job–1 item
OCCUPATIONAL VARIABLES	
Sample Characteristics	

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizatonal Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 13

DATA BASE TITLE	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs–Student Survey
PRINCIPAL INVESTIGATOR	Dr. Steven M. Jung American Institutes for Research
Contact Person	Dr. Steven M. Jung American Institutes for Research P.O. Box 1113 Palo Alto, CA 94302 (415) 493-3550
Publications/Source List of Publications	3 publications available, including technical specifications and marginals–codebook from the National Institute of Education
Related Studies	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs–Alumni Survey.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Technical specifications book is source of abstract
Questionnaires	Available
Special Work Tapes	
ACCESS	
Availability	On request from NIE Career Research Data Bank.
Restricts	
Fees	
DESIGN INFORMATION	
Objectives	This survey compared students enrolled in proprietary and non-proprietary vocational schools offering training in four selected occupational areas (office, health, computer, and technical) in four metropolitan cities of the U.S.

Data Collection Procedures	1972 This was a cross-sectional survey of students enrolled in the designated program. Method of data collection was not identified.
Sample Characteristics	
Size	8,055
Population	The total population of students enrolled in the designated training programs in these 4 cities.
How Selected	Of the 97 schools with applicable training programs, 52 agreed to participate in the study. The students surveyed attended those schools.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Urban, USA
Residential Density	
Years of Education	Not specifically available, although possibly inferred from other responses.
Educational Attainment	8 items, identifying the subject's participation in various education alternative plans. Also, whether subject graduated from high school. 1 item.
Gender	Male and Female
Race/Ethnicity	4 unique categories: American Indian, Black, Oriental, Spanish Surname
Religion	
Age	Unbounded responses. 9 cateogries of various increments.
Total Income	For respondent only, unbounded responses, 7 income categories, in various increments.
Marital Status	Three unique responses: married, children; married, no children; single.
Other	

Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Average grade in high school, self-report.
Personality	
Attitudes	Level of education expected in life—1 item Reasons for school choice—28 items
Value	Most important goal in taking program—1 item
Interests and Preference	To whom students go for advice or information—12 items Program studied in high school—1 item Training program related to expected job—1 item
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Field now studying: 4 unique categories--office, computer, technical, health.
Length	Length of time in training program; 8 unique categories, various increments.
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	Income per week on past, present and future jobs. Reported in 7 categories with varying increments.
Work History	Number of years worked fulltime. Training program related to job. Hours per week on past, present, and future jobs.

Occupational Mobility

OCCUPATIONAL VARIABLES

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 14

DATA BASE TITLE	Specialty Oriented Student Research System
PRINCIPAL INVESTIGATOR	Dr. Kenneth B. Hoyt Associate Commissioner for Career Education U.S. Office of Education
Contact Person	James G. Ashman Director of Special Research National Computer Systems 4401 W. 76th Street Minneapolis, MN 55435 (612) 831-4100
Publications/Source List of Publications	List of 19 available in *Manual for institutional self-study of the RSB-Form E data*
Related Studies	
DOCUMENTATION	
Format	
Codebook/Data Summary	Hoyt, K.B. *Manual for institutional self-study of the RSP-Form E data.* Minneapolis: Action Research Services, National Computer Systems, 1973.
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	To collect, analyze, and disseminate data concerning present and former students of post-high school occupational education institutions. In addition, to supplement existing processes of institutional self-study and accountability, and to establish a data bank designed for ongoing basic research and graduate followup.

Data Collection Procedures	Survey study which apparently samples a cross-section of the student population, rather than a longitudinal section.
Sample Characteristics	
Size	Depends upon populations using the Specialty-Oriented Student Research Pro[illegible]
Population	
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Available, but range of responses unknown.
Residential Density	Available, but range of responses unknown.
Years of Education	Available, but range of responses unknown.
Educational Attainment	Available, but range of responses unknown.
Gender	Male and Female
Race/Ethnicity	Available
Religion	
Age	Available, but range or categories of response unknown.
Total Income	Available, but range or categories of response unknown.
Marital Status	Available, but categories of response unknown.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Available, but type and number of items unknown.

Personality	
Attitudes	Available
Value	Available
Interests and Preference	
Job Satisfaction	Available
Evaluation of Subjects Occupational Performance	Available
Other	
Training	
Type/Source	Available
Length	
Levels	
Evaluation of Training	Available
Work Experience	
Job Title	Available
Earnings	Available, but categories of responses unkown.
Work History	Available, but categories of responses unknown.
Occupational Mobility	Available
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	Available
How Selected	
Occupational Classification	
Job Coding	Coded by initial school program

Job Clustering	Coded by initial school program
Other	
Organizational Characteristics	
Physical Working Environment	Available
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 15

DATA BASE TITLE	Survey of Scientific and Engineering Personnel Employed at Universities and Colleges
PRINCIPAL INVESTIGATOR	National Science Foundation
Contact Person	Robert J. Loycano Universities and Nonprofit Institutions Studies Group Division of Science Resources Studies National Science Foundation 1800 G Street, N.W. Washington, DC 20550
Publications/Source List of Publications	National Science Foundation. *Manpower resources for scientific activities at universities and colleges, appendix B* (Surveys of Science Resources Series). Washington, DC: Author, January 1976.
Related Studies	
DOCUMENTATION	
Format	
Codebook/Data Summary	Detailed statistical tables available. See Contact Person for additional summaries.
Questionnaire	Available, source of present abstract.
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	

Data Collection Procedures	Annual postal survey requesting employment data as of January
	Cross-sectional
Sample Characteristics	
Size	2,200 institutions of higher learning (universe coverage)
Population	2,200 universities and colleges which employ scientists and engineers
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	
Residential Density	
Years of Education	
Educational Attainment	
Gender	
Race/Ethnicity	
Religion	
Age	
Total Income	
Marital Status	
Other	Highest degree awarded by institution. Primary administrative control of institution. Full and part-time scientists and engineers employed by field and function; and full-time scientists and engineers employed by sex. Full and part-time sicentists and engineers with doctorate degrees. Technicians employed, by field and function.
Measurement Variables	
Ability/Skill	

Aptitude

Achievement

Personality

Attitudes

Values

Interests and Preference

Job Satisfaction

Evaluation of Subjects
Occupational Performance

Other

Training

Type/Source

Length

Levels

Evaluation of Training

Work Experience

Job Title

Earnings

Work History

Occupational Mobility

OCCUPATIONAL VARIABLES

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 16

DATA BASE TITLE	Study of Community Colleges and Vocational-Technical Education Centers: Graduate Questionnaire
PRINCIPAL INVESTIGATOR	Bureau of Social Science Research
Contact Person	Richard Jones, Research Associate Bureau of Social Science Research 1990 M Street, N.W. Washington, DC 20036
Publications/Source List of Publications	Source: The Graduate Questionnaire
Related Studies	
DOCUMENTATION	
Format	Common configurations
Codebook/Data Summary	Not available from BSSR
Questionnaire	Available, source of present abstract.
Special Work Tapes	
ACCESS	
Availability	On request from Bureau of Social Science Research or Roper Public Opinion Research Center
Restrictions	
Fees	No charge when ordered through Institutional request
DESIGN INFORMATION	
Objectives	Phase one of a logitudinal survey to obtain data on background, education, employment experience, career aspirations of graduates from 4 types of post-secondary 2-year institutions
Data Collection Procedures	Mail survey with 3 telephone followups of nonrespondents
Dates	1969
Longitudinal	No

Sample Characteristics

Size	2,568 total cases, 59% of return.
Population	Graduates of 4 types of post-secondary 2-year institutions.
How Selected	

SUBJECT VARIABLES

Demographic Variables

Place of Residence	USA, otherwise unspecified.
Residential Density	Reported for last year of high school; in 8 categories reflecting changes in population density.
Years of Education	
Educational Attainment	Degrees and certificates are specifically indicated.
Gender	Male and Female
Race/Ethnicity	Ethnic groups reported in 6 categories: American Indian, Negro, Oriental, Cuban, Mexican, Puerto Rican.
Religion	
Age	Bounded responses, reported in 7 categories: 17 and younger, 18-19, 20-24, 25-29, 30-34, 35-39, and 40 and over.
Total Income	Total family income reported in 11 monetary categories of varying increments. Respondent's average hourly earnings on job held last before leaving school. Spouse's average hourly earnings also identified.
Marital Status	
Other	Self-report about additional educational programs is provided.

Measurement Variables

Ability/Skill	
Aptitude	

Achievement	Self-report of overall average grades—3 items
Personality	
Attitudes	Feelings about education—9 items
Value	
Interests and Preference	Studies in high school—1 item
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Type of study in high school identified. Before 1967, school specifically indicated; type of study also identified. After 1967, type of school indicated (in 7 categories: 4-year college, adult continuation courses, correspondence courses, and 4 others.)
Length	
Levels	Before 1967, respondent indicates the number of courses taken.
Evaluation of Training	Self-report on the presence of such factors as quality of instruction, academic counseling, career counseling, and 8 others.
Work Experience	
Job Title	Respondent describes kind of work performed.
Earnings	Hourly earnings figures are available for selected positions during respondent's career—past, present.
Work History	What kind of work done on your first full-time job—1 item. Periods of unemployment identified—1 item Periods of unavailability for work identified—1 item Plans for life-time work specified—1 item
Occupational Mobility	

OCCUPATIONAL VARIABLES

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 17

DATA BASE TITLE	Study of Former NIH Professional Nurse Trainees and Special Research Fellows
PRINCIPAL INVESTIGATOR	Samuel M. Meyers and Linda O'Neall Bureau of Social Science Research
Contact Person	Richard Jones, Research Associate Bureau of Social Science Research 1990 M Street, N.W. Washington, DC 20036
Publications/Source List of Publications	Feinberg, B. and Meyers, S. *Career Patterns and Professional Nurse Trainees,* Washington, DC: Bureau of Social Science Research, 1974.
Related Studies	
DOCUMENTATION	
Format	
Codebook/Data Summary	Not available from BSSR.
Questionnaire	Available, source of present abstract.
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	Normal confidentiality
Fees	
DESIGN INFORMATION	
Objectives	To provide data on job, career opportunities, professional activities of nurses before grant support and up to 15 years after program participation.
Data Collection Procedures	Mail survey, 2 mail followups
Dates	1973
Longitudinal	No

Sample Characteristics	
Size	4.279 nurse trainees, 82% return
Population	All nurses who participated in research fellowship and a sample of nurse who participated in professional nurse training program
How Selected	Complete census of population and random sample of nurse training programs
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	
Residential Density	
Years of Education	
Educational Attainment	Highest degree: responses in 4 categories: Diploma, BA, MA, Ph.D. (or equivalent)
Gender	Male and Female
Race/Ethnicity	6 categories: White, Black, Puerto Rican, Cuban, Chicano, American Indian.
Religion	
Age	Unbounded responses, 7 categories, primarily 4-year increments.
Total Income	Respondents annual earning before taxes in 1972, reported in 7 income categories with varying dollar increments
Marital Status	
Other	Primary reasons respondent did not work as a nurse—1 item
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	

Value	
Interests and Preference	Participation in professional organizations—4 items Participation in professional research—8 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	Professional publications—4 items
Training	
Type/Source	Source of basic training in nursing: at a diploma school, at a junior college, or at a college or university.
Length	Highest degree attained can be identified. See section "Educational Attainment."
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	Respondents annual earnings before taxes in 1972, reported in 7 income categories with varying dollar increments
Work History	Description of main job held within the 2-year period before respondent received fellowship—5 items Comprehensive postfellowship work history
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 18

DATA BASE TITLE	Study of Former NIH Nurse Scientists Trainees and Special Research Fellows
PRINCIPAL INVESTIGATOR	Samuel H. Meyers and Linda O'Neall Bureau of Social Science Research
Contact Person	Richard Jones, Research Associate Bureau of Social Science Research 1990 M Street, N.W. Washington, DC 20036
Publications/Source List of Publications	Feinberg, B. and Meyers, S. *Career Patterns and Professional Activities of Special Nurse Fellows and Nurse Scientist,* Washington, DC: Bureau of Social Science Research. 1974.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Not available from BSSR
Questionnaire	Available, source of present abstract.
Special Work Tapes	
ACCESS	
Availability	On request from contact person
Restrictions	Normal confidentiality
Fees	
DESIGN INFORMATION	
Objectives	To provide data on job, career opportunities, professional activities of nurse scientist before grant support and up to 15 years after program participation
Data Collection Procedures	
Dates	1973
Longitudinal	No

Sample Characteristics	
Size	738, 81% return
Population	All nurses scientist trainees also participated as research fellows
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	
Residential Density	
Years of Education	
Educational Attainment	Highest degree ever attained: 4 possible responses, Diploma, BA, MA, Ph.D., or equivalent.
Gender	Male and Female
Race/Ethnicity	6 categories of response: White, Black, Puerto Rican, Cuban, Chicano, American Indian
Religion	
Age	Unbounded responses: 7 categories, primarily 4-year increments
Total Income	Respondent's annual earnings before taxes in 1972, unbounded responses, primarily $4,000 increments.
Marital Status	In one of 3 categories: Never married, Married, Widowed-Divorced-Separated, and with number of children specified
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	

Attitudes	Importance of fellowships in respondent's decision to continue education—1 item
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects *Occupational Performance*	Membership in national professional organization—6 items Participation in research—10 items Published papers—4 items
Other	Primary reason for not working as a nurse—1 item
Training	
Type/Source	Where respondent received basic nursing training (responses: diploma school, junior college, college or university). Also indication of field of study in highest degree
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	Respondents annual earning before taxes in 1972, unbounded responses, primarily $4,000 increments.
Work History	Employment as a nurse prior to receiving fellowship—1 item Description of the main job held before fellowship—4 items Comprehensive postfellowship review of employment history
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

RESEARCH ORGANIZATIONS:

Longitudinal

ABSTRACT 19

DATA BASE TITLE	1965 and 1971 Followup of 1961 College Freshman Class
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program: Joint Effort of American Council on Education and Center for Advanced Study in the Behavioral Sciences
Contact Person	Alexander W. Astin, Project Director Paula R. Knepper, Staff Associate Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *Who goes where to college.* Chicago: Science-Research Associates, 1965. Astin, A.,W., & Panos, R. J. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969. See American Council on Education data file for College Freshman, Classes of 1966 through 1976.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present data abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person, upon payment of fees and compliance with normal confidential requirements.
Restrictions	Normal confidentiality

Fees	

DESIGN INFORMATION

Objectives	Multiple objectives: Investigation of who attend college, including identification of demographic variables, parental background, etc., who drop out of college and who complete requirements for a degree; occupational choice of college graduates; planned education and careers; impact of financial aid; examination of career changes that occur after student enters college; factors involved in graduate study and career choice; and, influence in the choice of particular life style. Alternate aim is to help later college youth with their educational and vocational decisions.
Data Collection Procedures	Initial survey of incoming college freshman of 1961; postal followups in 1965 and 1971. Longitudinal study—only those subjects included who answered both the 1965 and 1971 followup questionnaires.
Dates	1961, 1965, 1971
Longitudinal	Yes
Sample Characteristics	
Size	16,674
Population	College freshman
How Selected	Initial population stratified by Ph.D. output and sample randomly selected within strata. Present data base represents only those subjects who completed both followup questionnaires.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Region of U.S. in which first attended college.
Residential Density	
Years of Education	Requirements currently working on, undergraduate credits by major area, activities at given periods of time.

Educational Attainment	Highest degree sought, why degree not completed; why interrupted; highest degree obtained to date, when granted. Multiple questions concerning both undergraduate and graduate educational history.
Gender	Male and Female
Race/Ethnicity	Race (1965 follow-up), multiple categories.
Religion	Present religion; religion reared.
Age	
Total Income	Family income, parental income, personal income.
Marital Status	Date of marriage. Number of children.
Other	Parental demographic variables; Living and academic expenses. Academic loans, Major life events between 1961 and 1971; Present financial situation; Military service.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	How successful subject considers self—1 item
Personality	Personality traits—12 items; three interval scale; self-report.
Attitudes	Personal freedom in college—5 items Impression of college, undergraduate and graduate—11 items Source of influence on subject—12 items Changes affecting women—6 items
Value	Life goals, 14 major categories of life goals, four-interval importance scale.
Interests and Preference	Career choice preference—29 categories of occupations and "other." Job characteristics preferred—15 items
Job Satisfaction	Whether or not present job is a "good" job.
Evaluation of Subjects Occupational Performance	

Other	Student activities—30 items Facts about classroom experience—31 items
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Type of job as indicated by one of 10 different categories of response.
Earnings	Current salary.
Work History	Jobs held; Years of full employment since 1965; Expected long-run career occupation. Working? Why not working? Current employment status; how current job was obtained.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	Whether or not working full-time; if supervision included in job; working in field trained for; job obtained right after completing degree; a temporary job; a good job. 9 categories of response

ABSTRACT 20

DATA BASE LINE	1971 Followup of 1961 College Freshman Class
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program: Joint Effort of American Council on Education and Center for Advanced Studies in the Behavioral Sciences, Alexander W. Astin, Project Director
Contact Person	Paula R. Knepper, Staff Associate Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *Who goes where to college.* Chicago: Science Research Associates, 1965. Astin, A. W., & Panos, R. J. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969. Khawas, E. H., & Bisconte, A. S. *Five and ten years after college entry* (ACE Res. Rep., Vol. 9, No. 1). Washington, DC: American Council on Education, 1974. See American Council on Education's data files for College Freshmen, Classes of 1966 through 1976.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available; source of present abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person, upon payment of fees and compliance with normal confidential requirements.
Restrictions	Normal confidentiality

Fees	

DESIGN INFORMATION

Objectives	Multiple objectives: Investigation of who attend college, including identification of demographic variables, parental background, etc., who drop out of college and who complete requirements for a degree; occupational choice of college graduates; planned education and careers; impact of financial aid; examination of career changes that occur after student enters college; factors involved in graduate study and career choice; and, influence in the choice of particular life style. Alternate aim is to help later college youth with their education and vocational decisions.
Data Collection Procedures	Initial survey of incoming college freshmen in 1961, 1971 followup. Longitudinal study. Data for only those subjects who completed 1961 followup.
Dates	1961, 1971
Longitudinal	Yes
Sample Characteristics	
Size	24,148
Population	College freshmen
How Selected	Initial population stratified by Ph.D. output and sample randomly selected within strata. Present data base represents only those subjects who completed the 1971 followup.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Place of resident since entering college.
Residential Density	
Years of Education	High school grades; undergraduate credits; years of graduate study.
Educational Attainment	Current academic standing; highest degree sought; highest degree held; degree working to; whether or not education was interrupted, if so, why; multiple questions concerning both undergraduage and graduate history.

Gender	Male and Female
Race/Ethnicity	
Religion	
Age	
Total Income	Family income; personal income
Marital Status	Marital status, number of children, ages.
Other	Current academic expenses and income; outstanding loans; current financial situations; major life events between 1961 and 1971.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	How successful subject considers self
Personality	Personality traits—12 items, 3-interval scale, self-report.
Attitudes	Changes affecting women—6 items Source of influence on subject—12 items
Value	Life values—14 major categories of life goals; 4-interval importance scale.
Interests and Preference	Job characteristics preferred—15 items
Job Satisfaction	Whether or not present job is a "good" job.
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	

Work Experience	
Job Title	Current occupation; current employer.
Earnings	Current wage earnings.
Work History	Years of full employment since 1965. Expected long-run career occupation. Current employment status. How current job was obtained.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	Whether or not full-time; if supervision is included in present job; working in field trained for; job obtained right after completing degree, a temporary job; and 9 additional categories which characterize present job.

ABSTRACT 21

DATA BASE TITLE	1967 Followup of 1966 College Freshman Class
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program: American Council on Education
Contact Person	Paula R. Knepper Staff Associate Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969. Bayes, A. E. et al. *The first year of college: A followup normative report* (ACE Res. Rep., Vol. 5, No. 1). Washington, DC: Office of Research, 1970. See American Council on Education's data file for College Freshmen, Class of 1961 and 1967 through 1976.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	1966-1967 Longitudinal Updated File—source of present abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person, upon payment of fees and compliance with normal confidential requirements.
Restrictions	Normal confidentiality
Fees	

DESIGN INFORMATION

Objectives	An understanding of how students are affected by their college experiences in order to re-examine educational policy and practice.
Data Collection Procedures	Initial data provided by participating educational institutions in Fall of 1966. Followup accomplished by postal survey in August 1967. Longitudinal survey.
Dates	1966, 1967
Longitudinal	Yes
Sample Characteristics	
Size	22,079
Population	College freshmen
How Selected	Sample of 300 subjects selected for each of 251 institutions who were judged to have data on a representative sample of their freshmen in 1966. Followup sample had to meet information-variable requirements in order to be included. Followup subjects only included in present data.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Place of residence since entering college; home state.
Residential Density	Type of home town; farm or city.
Years of Education	Amount of college completed. Parents level of education.
Educational Attainment	Kind of secondary school graduated from, degree plans; how college was chosen; level of aspiration; major field choice; college grade point average.
Gender	Male and Female
Race/Ethnicity	Race
Religion	Religion reared in; religion preferred now.
Age	16 or less, 17 through 21, over 21.

Total Income	Parent's income, total.
Marital Status	Expectation for marriage.
Other	How college was financed. Parents Current activities check list—35 items College activities check list—11 items College administration policy—12 items Classroom environment—14 items Multiple classification questions concerning college subject was attending.

Measurement Variables

Ability/Skill	
Aptitude	American College Test (ACT) National Merit Scholarship Composite Test Score
Achievement	Personal achievement checklist—12 items Self-reported grade point average in high school Accomplishments in high school—12 items
Personality	Personality and ability ratings; 5-interval scale, 21 items
Attitudes	Whether or not concerned about money; 1 item College climate; 3-interval scale—8 items
Value	Life goals; 4-interval scale, 17 items
Interests and Preference	Probable career choices; 45 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	College life constraints; 3-interval scale, 10 items Evaluation of college; 5-interval scale, 1 item Inventory of College Activities (ICA); 36 factor scores Secondary school activities; 44 items

Training

Type/Source

Length

Levels

Evaluation of Training

Work Experience

Job Title

Earnings

Work History

Occupational Mobility

OCCUPATIONAL VARIABLE

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 22

DATA BASE TITLE	1970 Followup to College Freshman Class of 1966
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Programs American Council on Education
Contact Person	Paula R. Knepper Staff Associate Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969.
Related Studies	See American Council on Education's data file for College Freshman Class of 1961, and 1967 through 1976.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present abstract
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person
Restrictions	Upon payment of fees and compliance with normal confidentiality requirements.
Fees	
DESIGN INFORMATION	
Objectives	To determine the current job and educational status of a national sample of students who entered college

	in 1966. Results will be source of data for developing national manpower policies. Also, an understanding of how students are affected by their college experiences.
Data Collection Procedures	Critical data provided by participating educational institutions in the Fall of 1966. Present followup accomplished by mail survey in 1970 and 1971. Longitudinal survey. Present data reflects only those subjects who responded to both 1970 and 1971 surveys.
Dates	1966, 1970, 1971
Longitudinal	Yes
Sample Characteristics	
Size	25,399
Population	College freshmen
How Selected	Initial sample of 300 subjects selected from each of 251 institutions who were judged to have data on a representative number of their freshmen in 1966. Present followup samples include only those who answered both 1970 and 1971 followup questionnaires.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Place of residence since entering college.
Residential Density	
Years of Education	Undergraduate credit hours earned, years of graduate study completed, why graduate study not attempted.
Educational Attainment	Highest degree intended, highest degree held, undergraduate major and minor, graduate major.
Gender	Male and Female
Race/Ethnicity	Race Available
Religion	Religion reared in, religion preferred now.
Age	16 or younger, 17 through 21, older than 21.

Total Income	Total parental income, sources of income for subject and amount of each, estimated total income for coming year.
Marital Status	Estimate chance of marriage, marital status, number of children, number of dependents supported.
Other	Kind of secondary school graduated from, parental education, source of financing for college, for graduate study; present financial situation, language spoken in home, citizenship status, spouse's educational status, checklist of common life events since 1966, person who most influenced subject in last few years.

Measurement Variables

Ability/Skill	
Aptitude	
Achievement	Self-reported high school grade point average, self-reported SAT, ACT, NMSC selection score, High school accomplishments–12 item checklist, College accomplishments–15 item checklist, College undergraduate grade point average.
Personality	Personality traits, 5-interval scale, 21 items.
Attitudes	Impressions of present college, 11 item checklist. Major area of study preferred, 66 item checklist. Psychological climate of college, 3-interval scale, 8 items. If female: attitudes toward working. Attitudes toward womens' changing status in 6 areas
Value	Life goals, 4-interval scale, 17 items
Interests and Preference	Probable career occupation, 42 items. College Activities checklist, 44 items.
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	Evaluation of undergraduate college

Training

Type/Source

Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Current occupation Current employer, 13 item checklist Current job vs. student situation.
Earnings	Earnings from current job, estimated earnings from job for coming year.
Work History	Long-run career occupation, most recent employer and long-run career employer. Activities on current job, activities expected on long-run career job. How present job was obtained.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	Characteristics of present job.

ABSTRACT 23

DATA BASE TITLE	1971 Followup of 1966 College Freshman Class
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program American Council on Education
Contact Person	Paula R. Knepper Staff Associate, Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969. Khawas, E. H. & Bisconti, A. S. *Five and ten years after college entry* (Vol. 9, No. 1). Washington, DC: American Council on Education, 1974.
Related Studies	See American Council on Education's data file for College Freshman Class of 1961, and 1967 through 1976.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	*1966 Student Information Files* and *1971 Followup Codebook*, source of present abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	Upon payment of fees and with normal confidentiality requirements.
Fees	

DESIGN INFORMATION

Objectives	An understanding of how students are affected by college experiences in order to reexamine educational policy and practice; also to provide a source of data for developing manpower policies.
Data Collection Procedures	Initial data provided by participating educational institutions in Fall of 1966. One followup was completed in 1967. Present followup was completed in 1971. Longitudinal survey.
Dates	1966, 1971
Longitudinal	Yes
Sample Characteristics	
Size	21,430
Population	College freshmen
How Selected	Sample of 300 students selected from each of 251 educational institutions who were judged to have data on a representative number of their freshmen in 1966. Present followup contains only those subjects who responded to 1971 questionnaire.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Home state, place of residence since entering college.
Residential Density	
Years of Education	Parental education, number of undergraduate credit hours, spouse's education, years of graduate study completed.
Educational Attainment	Type of secondary school graduated from, level of aspirations, major field choice, highest degree now held, graduate major.
Gender	Male and Female
Race/Ethnicity	Race
Religion	Religion reared in, religion now preferred.

Age	Less than 16, 17 through 21, older than 21.
Total Income	Parental total income; total income sources.
Marital Status	Marital status, number of children, number of dependents supported.
Other	Source of financing for undergraduate education, expenses for current academic year, effect of not having financial aid, outstanding educational loans, current financial situation, life events checklist since 1966, person most influential with subject.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Self-reported average grade point average in high school. Accomplishments in high school—12 items SAT, ACT, and NMSC Selection Score. Self-reported undergraduate grade point average.
Personality	Personality and ability ratings, 5-interval scale—21 items.
Attitudes	College climate, 3-interval scale—8 items.
Value	Life goals, 4-interval scale, 17 items.
Interests and Preference	Probable career occupation, 45 items. If female, preference for housewife vs. outside employment checklist.
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	Citizenship Status Secondary school activities—44 items
Training	
Type/Source	
Length	
Levels	

Evaluation of Training	
Work Experience	
Job Title	Current student vs. job status, current occupation, current employer.
Earnings	Current wage earnings for year, estimated earnings for coming year.
Work History	Probable career occupation, long-run career employer, unemployment status since 1966.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	Time devoted to different activities or current job, time expected to devote in long-run.

ABSTRACT 24

DATA BASE TITLE	1970 and 1971 Followup to College Freshman Class of 1966
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program American Council on Education
Contact Person	Paula R. Knepper Staff Associate Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *The educational and vocational development of college students*. Washington, DC: American Council on Education, 1969.
Related Studies	See American Council on Education's data file for College Freshman Class of 1961, and 1967 through 1976.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present abstract
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person
Restrictions	Upon payment of fees and compliance with normal confidentiality requirements.
Fees	

DESIGN INFORMATION

Objectives	To determine the current job and educational status of a national sample of students who entered college in 1966. Results will be source of data for developing national manpower policies. Also; an understanding of how students are affected by their college experiences.
Data Collection Procedures	Critical data provided by participating educational institutions in the Fall of 1966. Present followup accomplished by mail survey in 1970 and 1971. Longitudinal survey. Present data reflects only those subjects who responded to both 1970 and 1971 surveys.
Dates	1966, 1970, 1971
Longitudinal	Yes
Sample Characteristics	
Size	17,436
Population	College freshmen
How Selected	Initial sample of 300 subjects selected from each of 251 institutions who were judged to have data on a representative number of their freshmen in 1966. Present followup samples include only those who answered both 1970 and 1971 follow-up questionnaires.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Place of residence since entering college.
Residential Density	
Years of Education	Undergraduate credit hours earned, years of graduate study completed, why graduate study not attempted.
Educational Attainment	Highest degree intended, highest degree held, undergraduate major and minor, graduate major.
Gender	Male and Female
Race/Ethnicity	Race

Religion	Religion reared in, religion preferred now.
Age	16 or younger, 17 through 21, older than 21.
Total Income	Total parental income, sources of income for subject and amount of each, estimated total income for coming year.
Marital Status	Estimate chance of marriage, marital status, number of children, number of dependents supported.
Other	Kind of secondary school graduated from, parental education, source of financing for college, for graduate study; present financial situation, language spoken in home, citizenship status, spouse's educational status, checklist of common life events since 1966, person who most influenced subject in last few years.

Measurement Variables

Ability/Skill	
Aptitude	
Achievement	Self-reported high school grade point average, Self-reported SAT, ACT, NMSC selected score, High school accomplishments—12 item checklist, College accomplishments—15 item checklist, College undergraduate grade point average.
Personality	Personality traits, 5-interval scale—21 items
Attitudes	Impressions of present college—11 item checklist Major area of study preferred—66 item checklist Psychological climate of college, 3-interval scale—8 items If female: attitudes toward working Attitudes towards women's changing status in 6 areas.
Value	Life goals, 4-interval scale—17 items
Interests and Preference	Probable career occupation—42 items College Activities checklist—44 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	

Other	Evaluation of undergraduate college
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Current employer—13 item checklist Current job vs. student situation Current occupation
Earnings	Earnings from current job, estimated earnings from job for coming year.
Work History	Long-run career occupation, most recent employer and long-run career employer, activities on current job, activities expected on long-run career job, how present job was obtained.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	Characteristics of present job.

ABSTRACT 25

DATA BASE TITLE	1971 Followup of College Freshman Class of 1967
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program American Council on Education
Contact Person	Paula R. Knepper Staff Associate, Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969.
Related Studies	See American Council on Education's data file for College Freshman Class of 1961, and 1967 through 1976.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	Upon payment of fees and compliance with normal confidentiality requirements.
Fees	
DESIGN INFORMATION	
Objectives	The main objective was to contribute to an understanding of how students are affected by their college experience.

Data Collection Procedures	Initial data provided by participating educational institutions in the Fall of 1967. Present followup accomplished by mail survey in July 1971. Longitudinal survey.
Dates	1967, 1971
Longitudinal	Yes
Sample Characteristics	
Size	34,346
Population	College freshmen
How Selected	Sample of 300 subjects selected from each of 251 institutions who were judged to have data representative of their freshmen in 1967. Present sample includes only those who responded in 1971.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Home state, birthplace, father's birthplace.
Residential Density	
Years of Education	Parental education, college credit hours completed, by subject.
Educational Attainment	Undergraduate major and minor, highest degree now held.
Gender	Male and Female
Race/Ethnicity	Race available
Religion	Religion reared in, religion preferred now.
Age	16 or younger, 17 through 21, older than 21.
Total Income	Parental income.
Marital Status	Marital status
Other	Source of financing for undergraduate education, graduate school. Checklist of common life events completed since entering college in 1967—13 item checklist. Parental occupation, 48 item checklist.

Measurement Variables	
Ability/Skill	Skills and abilities, 30 item checklist
Aptitude	
Achievement	High school accomplishments—12 item checklist Self-reported high school grade point average. Self-reported college grade point average.
Personality	
Attitudes	Toward students role in collge, 4-interval scale--6 items Evaluation of undergraduate college, 4-interval scale—30 items How undergraduate education can be improved—7 item checklist.
Value	Life values, 4-interval scale—18 items
Interests and Preference	Expected life events, 4-interval scale—15 items Probable career occupation—48 item checklist Reasons for career choice, 3-interval scale—8 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	If plan to teach, where; have you applied; how long will you teach; racial majority expected to teach, prefer to teach; type of people you feel trained to teach.
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Current job vs. student checklist Current employer

Earnings	
Work History	Activities in present job, probable career occupation.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 26

DATA BASE TITLE	1972 Followup of College Freshman Class of 1968
PRINCIPAL INVESTIGATOR	Cooperative Institutional Research Program American Council on Education
Contact Person	Paula R. Knepper Staff Associate, Policy Analysis Service American Council on Education One Dupont Circle Washington, DC 20036 (202) 833-4744
Publications/Source List of Publications	Astin, A. W. *The educational and vocational development of college students.* Washington, DC: American Council on Education, 1969. Royer, J. T., & Creager, J. A. *A profile of 1968 college freshmen in 1972.* Washington, DC: American Council on Education, 1972.
Related Studies	ACE Research Reports, Vol. 10, *1*, 1976, American Council on Education. See American Council on Education's data file for College Freshman Class of 1961, and 1966 through 1976.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present abstract
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	Upon payment of fees and compliance with normal confidentiality requirement.
Fees	

DESIGN INFORMATION

Objectives	
Data Collection Procedures	Sample of 300 subjects selected from 358 institutions with data representative of the freshman class supplemented by all minority students.
Dates	1968, 1972
Longitudinal	Yes
Sample Characteristics	
Size	41,356
Population	College freshmen
How Selected	

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Current address, home state, birthplace
Residential Density	Rural or city background
Years of Education	Years attended college
Educational Attainment	Highest academic degree intended, undergraduate major/minor; highest degree held and future degree plans; graduate major; current college attending.
Gender	Male and Female
Race/Ethnicity	Race
Religion	
Age	16 or younger, 17 through 21 in year intervals, older than 21.
Total Income	Parental income.
Marital Status	Marital status, number of children.

Other	Indicate if concerned about ability to finance college, source of financing for undergraduate college, parental occupation, 48 item checklist. High school activities, 3-interval scale, 34 items, past summer activities for 1969 through 1972, past academic year activities for 1968 through 1972, present financial situation, source of undergraduate financing, 20 item checklist.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	High school accomplishments–12 item checklist. Self-reported high school grade point average. Class ranking in high school. Self-reported undergraduate grade point average. College accomplishments since 1968–27 item checklist.
Personality	
Attitudes	Toward student role in college, 4-interval scale–16 items Evaluation of undergraduate college–1 item
Value	Life value, 4-interval scale–18 items
Interests and Preference	Expected life events, 4-interval scale–15 items Long range career–45 item checklist Reasons for career choice, 3-interval scale–11 items.
Job Satisfaction	If working are you satisfied with salary and is it a good type of job? For longest job held while in school, did you enjoy that type of work? Was it compatible with your career plans?
Evaluation of Subjects Occupational Performance	
Other	Past study habits, 4-interval scale–26 items Rate academic standards of high school.
Training	
Type/Source	

Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	
Work History	If worked prior to 1968 or if in military, job anticipated. Types of jobs held for more than one month while attending college, longest job held, effect of working while enrolled in college. Hours worked per week while in college.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 27

DATA BASE TITLE	Oakland Public Schools Followup Study, Class of 1965
PRINCIPAL INVESTIGATOR	Dr. Robert C. Williams Oakland Public Schools
Contact Person	Mr. Clarence Lee COMSIS Corporation 2483 Old Middlefield Mountain View, CA 94040 (415) 964-5911
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	Common tape configurations, Tape layout with attached notes, explanation of "X" variables and interpretive manuals of "X" variables.
Codebook/Data Summary	Source of present abstract.
Questionnaire	Available in multiple forms.
Special Work Tapes	Available, see Format above.
ACCESS	
Availability	Codebook available from the National Institute of Education, Career Research Data Bank; Data Summary available from contact person.
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	To discover ways of making counseling and teaching more effective in preparing high school students for jobs and/or further education. The Oakland

	Public School system hoped to accomplish this by assessing the needs of the student relating to jobs and academic preparation, and then assessing the school success in filling their needs. The study also contains an evaluation of the schools by the graduates.
Data Collection Procedures	Longitudinal study with 7 followups conducted in May 1966, October 1966, May 1967, January 1968, May 1968, May 1969, and May 1970.
Dates	As shown above
Longitudinal	Yes
Sample Characteristics	
Size	
Population	Oakland Public High School graduates of 1965.
How Selected	Entire population included in initial study in 1965.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Local address, USA
Residential Density	
Years of Education	Highest grade completed. Current status. School subject expects to attend. Reason for present attendance.
Educational Attainment	Institutions attended, degrees attained.
Gender	Male and Female
Race/Ethnicity	White, Negro, Oriental, Other
Religion	
Age	Present age
Total Income	Weekly income
Marital Status	Included married, single
Other	Military status. Socioeconomic status: Hollingshead's 2-factor index.

Measurement Variables	
Ability/Skill	Intellectual Ability: SCAT, STEP
Aptitude	
Achievement	
Personality	Psychological Characteristics: California Psychological Inventory
Attitudes	Academic Motivation: Michigan State M Scales—Farquhar
Value	
Interests and Preference	Vocational preference: Holland's Vocational Preference Inventory (VPI) Vocational Interests: Minnesota Vocational Interest Inventory (MVII)
Job Satisfaction	Career choice, satisfaction
Evaluation of Subjects Occupational Performance	Employee Rating Scale; 24 variables, 3-categories including personal traits, work skills, work behavior
Other	
Training	
Type/Source	High school
Length	4 years
Levels	
Evaluation of Training	Evaluation of high schools by the graduates: school environment, best liked and least liked features, rating of courses taken.
Work Experience	
Job Title	Occupational title
Earnings	Current earnings same as Total Income above. Expected earnings.
Work History	Jobs held. Full or part time work, hours of work, reason for leaving last job.

Occupational Mobility	Types of jobs held, by job title. Career certainty, reason for career selection.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	Present working conditions
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 28

DATA BASE TITLE	Project Talent Eleventh Grade Public Use Sample with 1, 5, and 11 Year Follow Data*
PRINCIPAL INVESTIGATOR	Dr. John C. Flanagan American Institutes for Research Palo Alto, CA
Contact Person	Dr. Donald H. McLaughlin, Director Project Talent Data Bank American Institutes for Research P.O. Box 1113 Palo Alto, CA 94302 (415) 493-3550
Publications/Source List of Publications	American Institutes for Research. *PROJECT TALENT data bank handbook & publications list,* Palo Alto, CA: Author, 1972.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available
Questionnaire	Available
Special Work Tapes	*The data contained in this public use file represents a selected sample of 1/28th of the original Project Talent probability sample.
ACCESS	
Availability	In archival form; on request from contact person.
Restrictions	None
Fees	Reimbursement of duplication costs
DESIGN INFORMATION	
Objectives	To gather information on the nature and development of the talents of American youth.

Data Collection Procedures	A mailed survey instrument was sent to a representative sample of 1960 high school students in grades 9 to 12.
Dates	1961, 1966, 1972
Longitudinal	Yes
Sample Characteristics	
Size	2,906
Population	Public, parochial, and private secondary schools in the USA
How Selected	Self-weighted sampling which includes input from non-respondents as well as respondents. Random selection
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	USA
Residential Density	
Years of Education	Only for students not completing high school.
Educational Attainment	Range of degrees from less than high school to Ph.D.
Gender	Male and Female
Race/Ethnicity	4 categories: Negro, Oriental, White, Other
Religion	6 categories: None, Catholic, Jewish, Protestant, No Response, Other.
Age	Specifically reported.
Total Income	For individual respondent and family unit. Range from less than $1 to more than $99,999 annual pay period
Marital Status	Reported in four categories: Married, Separated, Divorced or Annulled, and Widowed; Number and age of children is also reported.
Other	General Health.

Measurement Variables	
Ability/Skill	Includes information, language, complex intellectual, visualization, mathematics, clerical, and perceptual—1 composite score.
Aptitude	Numerous composite scores of ability tests, including General Academic Aptitude Composite, Composites for I.Q., Verbal, Quantitative, Technical, Scientific Aptitude, Math.
Achievement	
Personality	Sociability, Social Sensitivity, Impulsiveness, Vigor, Calmness, Tidiness, Culture, Leadership, Mature Personality—10 items
Attitudes	Toward school—69 items Writing skills—1 score Reading skills—1 score
Value	
Interests and Preference	Career aspirations—15 items Work environment preferences—11 items
Job Satisfaction	Feelings toward job, toward the future, toward advancement, toward security—5 items
Evaluation of Subjects Occupational Performance	
Other	Steps taken in direction of career—5 items.
Training	
Type/Source	Type of school indicated in 8 categories, such as a junior or community college, a technical institute, or a school of nursing.
Length	Unbounded responses
Levels	10 categories of various licenses and certificates.
Evaluation of Training	
Work Experience	
Job Title	

Earnings	Unbounded response, to the nearest $100.00 for current job. Annual income respondent expects 20 years after graduation—for future jobs.
Work History	Number of employers; Number of weeks of unemployment.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	2-digit Bureau of the Census Code—1960 4-digit Project Talent Codes
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 29

DATA BASE TITLE	Study of Doctoral Candidates BSSR 397
PRINCIPAL INVESTIGATOR	Laura M. Sharp Bureau of Social Science Research
Contact Person	Richard Jones, Research Associate Bureau of Social Science Research 1990 M Street, N.W. Washington, DC 20036
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	
Codebook/Data Summary	
Questionnaire	Available, source of present abstract.
Special Work Tapes	
ACCESS	
Availability	
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	To obtain an overview of the educational progress of doctoral candidates and its relationship to career patterns. The responses provided a history of the respondent's educational and professional career as well as comments on factors which affected progress toward attaining the doctorate.

Data Collection Procedures	In the longitudinal study, data were collected by mail questionnaire.
Dates	1969
Longitudinal	Yes
Sample Characteristics	
Size	2,983 + 1,141
Population	Recipients of NDEA fellowships (2,983) Comparison group—other former doctoral candidates, same institutions, and same programs (1,141)
How Selected	
SUBJECT VARIABLES	
Demogrographic Variables	
Place of Residence	Reported in two categories: U.S. citizen, and other State in which respondent lives currently is also reported.
Residential Density	Reported for high school community and for current residence: 6 categories of differing population densities.
Years of Education	
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	Reported in 3 categories: White, Negro, Other.
Religion	
Age	Specifically indicated.
Total Income	Respondents annual earnings before taxes in 1968 indicated in 7 categories of varying increments.
Marital Status	Both marital status and number of children, identified through each of the first 5 years of pre-doctoral study and at present (Single, Married, Widowed, Divorced, Separated)

Other	Information about father's occupation and parent's education identified.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Self-report of undergraduate grade average–1 item Self-report of verbal score–Graduate Record Exam Self-report of Quantitative Score–Graduate Record Exam
Personality	
Attitudes	About the emphasis placed by the university on various components of doctoral program–5 items Adequacy of doctoral program–5 items Importance of doctoral degree for success–1 item
Value	
Interests and Preference	Chances of teaching in future–1 item Influence in entering teaching–1 item
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	Factors creating difficulty in pre-doctoral studies–17 items
Training	
Type/Source	Listing of collegiate and graduate institutions attended.
Length	
Levels	Status of doctoral study–evaluated by 8 items Received doctorate–1 item
Evaluation of Training	
Work Experience	
Job Title	Activities which are found in current job are identified.

Earnings	
Work History	Current employment status; major current employer; amount of professional experience since 1961 identified in 7 categories; ideal long run employer.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 30

DATA BASE TITLE	Survey of June Graduates of 4-Year Colleges, Five-Year Followup BSSR 357
PRINCIPAL INVESTIGATOR	Laura M. Sharp Bureau of Social Science Research
Contact Person	Richard Jones, Research Associate Bureau of Social Science Research 1990 M Street, N.W. Washington, DC 20036
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	
Codebook/Data Summary	
Questionnaire	Available, source of present abstract.
Special Work Tapes	
ACCESS	
Availability	
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	
Data Collection Procedures	Mail survey (Part II of a longitudinal survey) (1963)
Dates	
Longitudinal	

Sample Characteristics	
Size	25,000
Population	Cross-section of U.S. college graduates
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	
Residential Density	Identified in 9 different categories for 1. residence at high school graduation, 2. residence at college graduation, and 3. present residence.
Years of Education	
Educational Attainment	Degrees received, reported in 8 unique categories, such as Bachelor, Masters, Ph.D., and M.D.
Gender	
Race/Ethnicity	
Religion	
Age	
Total Income	Spouse's annual income: 8 categories, unbounded response, varying dollar increments.
Marital Status	5 unique response: Never married, married–no children, married–children, widowed–divorced–separated–no children, widowed–divorced–separated–children.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Self-report of undergraduate grades–1 item
Personality	

Attitudes	Why respondent feels progress toward degree has been too slow—8 reasons
Value	How important parents and spouse feel the advanced degree is—2 items
Interests and Preference	Reasons for studying for an advanced degree—4 items Reasons for not seeking a graduate degree—11 items Career plans—2 items
Job Satisfaction	Rating of current job—15 items Importance of current job in relation to career objectives—15 items
Evaluation of Subjects Occupational Performance	
Other	Future academic or professional degree plans—8 items Military experiences related to civilian careers—9 items
Training	
Type/Source	Names of universities from which respondent has graduated are specifically provided.
Length	
Levels	
Evaluation of Training	Importance of undergraduate and graduate education for current job—2 items Usefulness of undergraduate and graduate education for current job—2 items
Work Experience	
Job Title	
Earnings	
Work History	Comprehensive description of employment status for Fall 1960 to Summer 1963. Current employment status is identified in 8 categories; such as full-time employed and part-time employed.
Occupational Mobility	Reasons for changing occupations—6 items

OCCUPATIONAL VARIABLES

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

UNIVERSITIES: Cross-Sectional

ABSTRACT 31

DATA BASE TITLE	Career Planning Program, Grades 12-13 (also called General Postsecondary Norm Group, Public Use File)
PRINCIPAL INVESTIGATOR	Dale J. Prediger, Director Developmental Research Department American College Testing Program
Contact Person	James Maxey, Director Research Services American College Testing Program P.O. Box 168 Iowa City, IA 52240 (319) 356-3711
Publications/Source List of Publications	ACT Career Planning Program, Grades 12-13 General Description of Data Set Technical Specifications and Tape available from the National Institute of Education.
Related Studies	General Secondary Norm Group, Public Use File
DOCUMENTATION	
Format	9 track, 1600 foot BPI tape
Codebook/Data Summary	Available, Technical Specifications are source of present abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	Available from NIE Career Research Data Bank, Data Set 5.
Restrictions	
Fees	

DESIGN INFORMATION

Objectives	This is a norm group for a national system of career planning assistance. Data were designed (1) to describe the career related characteristics of each student, and (2) to determine the general career understanding level of the students in an institution.
Data Collection Procedures	In this cross-sectional survey of 12th and 13th graders, data was collected by questionnaire.
Dates	1970
Longitudinal	
Sample Characteristics	
Size	7,447
Population	U.S.A., national probability sample of 100 post-secondary institutions.
How Selected	1/3 of the 23,000 post high school students were randomly selected to comprise the data set.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	
Religion	
Age	Unbounded responses, specifically indicated.
Total Income	

Marital Status	
Other	
Measurement Variables	
Ability/Skill	Reading—1 score Mechanical Reasoning—1 score Language Usage—1 score Numerical Computation—1 score Clerical Skills—1 score and 4 other scores
Aptitude	
Achievement	(Self-report) Technical Competencies—84 items
Personality	
Attitudes	
Value	
Interests and Preference	Educational Goals—1 item Occupational Goals—3 items Career Preferences—6 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	
Work History	

Occupational Mobility

OCCUPATIONAL VARIABLES

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Occupational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 32

DATA BASE TITLE	Career Planning Program and Assessment of Career Development, Grades 8-11 (also called General Secondary Norm Group, Public Use File)
PRINCIPAL INVESTIGATOR	Dale J. Prediger Developmental Research Department American College Testing Program
Contact Person	James Maxey, Director Research Services American College Testing Program P.O. Box 168 Iowa City, IA 52240 (319) 356-3866
Publications/Source List of Publications	Technical specifications book for data set available from the National Institute of Education (NIE).
Related Studies	Career Planning Program, Grades 12-13; also called General Postsecondary Norm Group, Public Use File.
DOCUMENTATION	
Format	9 track, 1600 BPI
Codebook/Data Summary	Data Technical Specifications book is source of abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from Career Research Data Bank, NIE, Data Set 4.
Restrictions	
Fees	

DESIGN INFORMATION

Objectives	To describe the career-related characteristics of each student and to determine the general career understanding level of the students in an institution.
Data Collection Procedures	In this cross-sectional survey of 8th, 10th, and 11th graders, data were collected by questionnaire.
Dates	1973
Longitudinal	
Sample Characteristics	
Size	6,379
Population	8th, 10th, and 11th grade students in a national sample.
How Selected	1/5 of original survey, randomly selected.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban; Not specified.
Years of Education	
Educational Attainment	Grade level: in high school only
Gender	Male and Female
Race/Ethnicity	5 unique categories possible, Afro-American/Black, American Indian, Caucasian, Mexican/Spanish American/Chicano, Oriental American.
Religion	
Age	One year increments, specifically indicated.
Total Income	
Marital Status	
Other	

Measurement Variables	
Ability/Skill	Space Relations–8 items Reading Skills–40 items Clerical Skills–35 items Numerical Skills–25 items Language Usage–48 items Mechanical Reasoning–35 items
Aptitude	
Achievement	
Personality	
Attitudes	
Value	Job Values–3 items
Interests and Preference	Exploratory Job Experiences–90 items Job Knowledge–72 items Career Planning Activities–54 items Vocational Interest Profile–90 items Career Planning Knowledge–40 items and 3 other measures.
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	
Work History	
Occupational Mobility	

OCCUPATIONAL VARIABLES

Sample Characteristics

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding

Job Clustering

Other

Organizational Characteristics

Physical Working Environment

Organizational Climate

Union Affiliations

Other

ABSTRACT 33

DATA BASE TITLE	Carnegie Commission National Survey of Higher Education: Faculty
PRINCIPAL INVESTIGATOR	Martin Trow Survey Research Center University of California Berkeley, CA
Contact Person	Karen Sidney, Supervisor Servicing Section, Inter-University Consortium for Political and Social Research Survey Research Archive P.O. Box 1248 Ann Arbor, MI 48106 (313) 764-8396
Publications/Source List of Publications	Trow, M. (Ed.). *Teachers and students.* New York: McGraw-Hill, 1975. 11 available publications, Source: ICPSR Edition, 1974. Inter-University Consortium for Political Research, Box 1248, Ann Arbor, MI 48106.
Related Studies	Carnegie Commission National Survey of Higher Education: Graduate Study
DOCUMENTATION	
Format	BCD, 7-Track, Even Parity, 556 BPI, Logical Record (670 characters, blocked S tape)
Codebook/Data Summary	
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	Archival form; on request from contact person.
Restrictions	Punched card data restricted to non-tape users.
Fees	A blank 2400 foot tape (magnetic) or $18 in lieu of tape, plus fee to be assessed by Institute for Social Research.

DESIGN INFORMATION

Objectives	To obtain information on social background, professional activities, views on a wide range of national and international political issues, and on an array of matters involving educational policy.
Data Collection Procedures	Data for this cross-sectional study were collected in 1969 by mail questionnaire. Further methods and procedures are outlined in: Survey Research Center. *Carnegie commission national survey of higher education: Technical report*, Berkeley, University of California, Author, 1972. Trow, M. (ed.) *Teachers and students. New York:* McGraw-Hill, 1975.
Dates	1969
Longitudinal	
Sample Characteristics	
Size	60,028 weighted 446,203
Population	60,028 mail questionnaires were returned by a national sample of college and university faculty.
How Selected	See *Technical Report.*

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	
Educational Attainment	Range of degrees from less than a B.A. to Doctoral may be indicated.
Gender	Male and Female
Race/Ethnicity	4 possible categories: White/Caucasian, Black/Negro/Afro-American, Oriental, Other
Religion	6 categories to indicate present religious beliefs; 5 categories to indicate frequency of attendance; 4 categories to indicate depth of belief.

Age	Responses in 11 possible categories, with 4-year increments in most categories.
Total Income	For Individual Respondent; 4 categories, varying from under $10,000 to over $20,000 per academic year. Also size and sources of supplemental income are provided.
Marital Status	
Other	Present rank on the faculty–7 categories of responses; Tenure status–4 categories.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Success in career–1 item Research orientation–1 item How some university professors achieve success–2 items Relation of publishing to advancement–1 item Aspects of present job–12 items and two other sets of items.
Value	Commitment to work–2 items Relation of teaching to political values–1 item
Interests and Preference	In selection of teaching methodology–5 items Would respondent do it over again?–1 item Type of courses taught–1 item Relationship between respondent and a research institute–1 item
Job Satisfaction	About institution of employment–2 items
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	

Length	
Levels	Over 60 categories describe the "area" of study completed by the respondent.
Evaluation of Training	Personal evaluation provided

Work Experience

Job Title	
Earnings	
Work History	Length of employment in field; also in institution. Different types of work performed since graduation.
Occupational Mobility	Number of different colleges and universities in which employed.

OCCUPATIONAL VARIABLES

Sample Characteristics

Size	
Occupations Represented	
How Selected	

Occupational Classification

Job Coding	
Job Clustering	
Other	Nature of current positions, in terms of an index of selectivity, affluence, and research; revenue (student), coed enrollment; SAT score, general demographic classifications.

Organizational Characteristics

Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 34

DATA BASE TITLE	Carnegie Commission National Survey of Higher Education: Graduate Study
PRINCIPAL INVESTIGATOR	Martin Trow Survey Research Center University of California Berkeley, CA
Contact Person	Karen Sidney, Supervisor Servicing Section, Inter-University Consortium for Political and Social Research Survey Research Archive P.O. Box 1248 Ann Arbor, MI 48106
Publications/Source List of Publications	Trow, M. (Ed.). *Teachers and students.* New York: McGraw-Hill, 1975. ICPSR Data, Inter-University Consortium for Political and Social Research, Box 1248, Ann Arbor, MI 48106. Data Format Book,Carnegie Commission–National Survey of Higher Education, Graduate Study, ISR
Related Studies	Carnegie Commission National Survey of Higher Education: Faculty
DOCUMENTATION	
Format	BCD, 7-Track, Even Parity, 556 BPI, Logical Record (670 characters, blocked S tape)
Codebook/Data Summary	Available
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	Archival form; On request from contact person.
Restrictions	Acknowledgement of use of these data as well as identity of original collectors is requested; Punched card data are restricted to non-tape users.

Fees	A blank 2400 foot tape (magnetic) or $18 in lieu of tape, plus fee to be assessed by Institute for Social Research.
DESIGN INFORMATION	
Objectives	To obtain information about the graduate school population, including demographic variables, educational variables, opinions about educational institutions, questions about job expectations and future plans.
Data Collection Procedures	
Dates	1969
Longitudinal	
Sample Characteristics	
Size	32,963 weighted 1,005,834
Population	Graduate student population in American colleges and universities.
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	
Educational Attainment	Possible responses include a range of degrees from less than a BA to doctoral.
Gender	Male and Female
Race/Ethnicity	4 categories: Caucasian, Negro, Oriental, Other.
Religion	5 categories, to indicate preference. 5 categories, to indicate degree of feeling toward religion.
Age	10 categories, unbounded, varying increments.
Total Income	For individual respondent, and for family unit. 13 categories for family: unbounded, in $1000 increments. Annual pay period.

Marital Status	
Other	Quality of institution; Size of institution.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	About the institution in which enrolled—1 item Toward open-door policy in education—1 item Respondent rating of self in department 1 item Toward academic status of students and faculty—2 items Quality of education in graduate school—1 item and 3 other sets of items.
Value	Relevance of course content to occupations—1 item In graduate school to satisfy job requirements—1 item Other reasons for being in graduate school—12 items Commitment to school work and career—2 items
Interests and Preference	Academic standards—2 items Intended major when entering school—2 items Actual majors selected—2 items Importance of undergraduate study in certain areas—8 items Expected level of entry into job market—16 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	Amount of time spent in employment in field of study—1 item Amount of time spent in employment outside field of study 1 item
Training	

Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	
Work History	Work involvement in 14 categories.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 35

DATA BASE TITLE	1956 Detroit Area Studies: The Meaning of Work
PRINCIPAL INVESTIGATOR	Robert Angell Robert Weiss Robert Kahn Institute for Social Research University of Michigan
Contact Person	Assistant Director, Member Services Inter-University Consortium for Political and Social Research P.O. Box 1248 Ann Arbor, MI 48106 (313) 763-5010
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Codebook is source of abstract.
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	Archival form; on request from contact person.
Restrictions	Punched card data restricted to non-tape users
Fees	A blank 2400 feet magnetic tape (or $18 in lieu of tape), plus fee to be assessed by the Institute for Social Research.
DESIGN INFORMATION	
Objectives	To examine attitudes toward and motivations for working, to determine attitudes toward many social and political issues.

Data Collection Procedures	In 1956, a random sample of respondents from the Detroit metropolitan area were interviewed. Those responding (87.2% of those identified) had been carefully selected to provide cross sectional responses.
Dates	1956
Longitudinal	
Sample Characteristics	
Size	797
Population	Adults (21 years old or older) in the Detroit area. Specifically Wayne, Macomb, or Oakland counties.
How Selected	Sampled from private dwellings, through a 3-stage stratified sample.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	In the Detroit area: Wayne, Macomb or Oakland counties.
Residential Density	
Years of Education	Unbounded response, from 0 years to graduate work, in various increments of time.
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	3 categories: White, Negro, Other
Religion	4 categories: Catholic, Protestant, Jewish, and Other.
Age	Bounded responses from 21 to over 65, in 4-year increments.
Total Income	Unbounded response for 1955, primarily in increments of $1000.
Marital Status	Marital status and number of children are specifically indicated.
Other	

Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Who influenced you in choosing your occupation?—1 item
Value	What are the things that make you feel useful?—1 item What are the things that make you feel important?—1 item What do you feel are the most important things in life?—1 item How important is work in your life?—1 item
Interests and Preference	What do you think determines the occupation a person enters?—1 item
Job Satisfaction	What would you like from a job that yours doesn't give you?—1 item
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Open-ended response, information available.
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Job title is specifically indicated.
Earnings	Unbounded responses for present earnings, primarily in $1000 increments.
Work History	Previous 2 jobs are identified, as well as present job title.

Occupational Mobility	Length of time respondent has lived in the Detroit area is identified.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	Occupation is elicited in open-response format.
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 36

DATA BASE TITLE	Illinois Lobbyist Survey
PRINCIPAL INVESTIGATOR	Ronald Hedlund Samuel C. Patterson Department of Political Science University of Iowa
Contact Person	Ronald D. Hedland Department of Political Science University of Wisconsin, Milwaukee Assistant Director, Member Services Inter-University Consortium for Political and Social Research P.O. Box 1248 Ann Arbor, MI 48106 (313) 763-5010
Publications/Source List of Publications	A Codebook fully documenting the data including marginals is available. The Illinois Lobbyist Survey by Hedlund and Patterson, First ICPSR Edition, 1969.
Related Studies	"Personal Attributes, Political Orientations, and Occupational Perspectives of Lobbyists: The case of Illinois." *Iowa Business Digest*, November 1966, *Vol 37*.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Codebook, source of present abstract
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	Archival form; on request from contact person.
Restrictions	Punched card data are restricted to non-tape users. Occasionally data are temporarily withheld by investigators.
Fees	A blank 2400 foot magnetic tape (or $18 in lieu of tape), plus fee to be assessed by ICPSR.

DESIGN INFORMATION

Objectives	To provide an empirical base for what the authors believe to be rather broad generalizations about lobbyists and the lobbying process.
Data Collection Procedures	Date of data collection: 1964 (all 3 mailings) The data were collected from questionnaires mailed to a cross-section of individuals registered as lobbyists in Illinois. The original mailing and followup mailings were completed.
Dates	1964
Longitudinal	
Sample Characteristics	
Size	229
Population	398 individuals registered as lobbyists in Illinois
How Selected	

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	
Educational Attainment	9 categories provided, such as elementary, some high school, and high school.
Gender	Male and Female
Race/Ethnicity	
Religion	4 unique categories: Catholic, Protestant, Jewish, Other.
Age	Unbounded range, 9 categories, primarily 4-year increments.
Total Income	Unbounded range, 6 categories, primarily $5000 increments. Annual period.

Marital Status	
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Lobbying activities expected of respondent—3 items Lobbying activities respondent finds most difficult—3 items Lobbying activities which respondent is most successful—3 items
Value	Liberal-conservative indications—5 items Political philosophy and role perception—2 items
Interests and Preference	Qualities needed by a lobbyist—3 items
Job Satisfaction	Aspects of work respondent likes—3 items Aspects of work respondent dislikes—3 items
Evaluation of Subjects Occupational Performance	Lobbyists major activities—3 items Where respondent concentrates lobbying—3 items Effectiveness of different lobbying techniques (self-report)—11 items Importance and frequency of respondents work with other lobbyists—11 items Most successful lobbying groups—3 items
Other	
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	

Work Experience	
Job Title	
Earnings	
Work History	Public offices held by respondent–13 items Reasons for being a lobbyist–3 items
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 37

DATA BASE TITLE	Mexican-Americans in Transition: Migration and Employment in Michigan Cities.
PRINCIPAL INVESTIGATOR	Harvey Choldin and Grafton Trout
Contact Person	Assistant Director, Member Services Inter-University Consortium for Political and Social Research P.O. Box 1248 Ann Arbor, MI 48106 (313) 763-5010
Publications/Source List of Publications	Choldin, H., & Trout, G. *Mexican-Americans in transition: Migrations and employment in Michigan cities.* East Lansing: Michigan State University, Rural Manpower Center, 1969.
Related Studies	
DOCUMENTATION	
Format	Data are card-image form, in common tape configurations.
Codebook/Data Summary	Codebook is source of present abstract.
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	Available in archival form; on request from contact person.
Restrictions	Data punched cards available only to non-tape users. Data may temporarily be withheld by investigators.
Fees	A blank 2400 foot tape (magnetic) or $18 in lieu of tape, plus fee to be assessed by Institute for Social Research.

DESIGN INFORMATION

Objectives	Questions were directed toward the social and economic adjustments of Mexican-Americans to Michigan's socioeconomic environment focusing on the urbanization process for farm workers who had migrated to Michigan from the Southwest. (Approximately 400 variables).
Data Collection Procedures	"Controlled selection sampling" was used to identify a sample representative of the population of settled Mexican-Americans in Michigan, excluding the Detroit Metropolitan Area. Sampling units were counties which had 100 or more Mexican-American families. A bilingual schedule of personal interviews was used.
Dates	
Longitudinal	
Sample Characteristics	
Size	695 respondents
Population	The population of settled Mexican-Americans in Michigan, excluding Detroit Metropolitan Area.
How Selected	"Controlled selection sampling" using counties as sampling units. Handling of non-respondents not described.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	By county in Michigan. 8 counties fit the above criteria.
Residential Density	Rural and Urban
Years of Education	Unbounded respones, incremented by 1-year of schooling
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	Specifically Mexican-American
Religion	

Age	For Head of Household; increments of 1 year.
Total Income	Family Income: 9 categories, varying dollar increments. Wife's Income: Available by weekly basis.
Marital Status	Marital status reported in 5 unique categories. Total number of persons, children as well as adults, in household is also reported.
Other	
Measurement Variables	
Ability/Skill	Listing of Respondent's Skills–36 categories, 1 item.
Aptitude	
Achievement	
Personality	
Attitudes	Difficulties in getting a job because of discrimination–2 items.
Value	
Interests and Preference	Kind of help needed to get first job–8 categories When you first came to Michigan, did you look for a specific kind of job?–1 item. What happened to make you want to stay in Michigan?–1 item Consideration of changing line of work–5 items What line of work do you like to do best?–1 item
Job Satisfaction	Liked most about first non-farm Michigan job? 8 categories Liked least about first non-farm Michigan job? 8 categories Happiness of respondent at work–4 items What other line of work are you thinking about changing to?–1 item
Evaluation of Subjects Occupational Performance	
Other	

Training	
Type/Source	5 types of training categorized: Specialized job training, apprenticeship training, adult education classes, specialized job training. 36 categories of skills listed.
Length	7 response categories–varyin[illegible]onthly increments
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	
Work History	How respondent looked for first job–8 possible categories Job status–6 items Second job–2 items
Occupational Mobility	Why did respondent leave first town in Michigan?–1 item
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Standard Occupational Codes Socio-Economic Index
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	6 categories: AFL-CIO, Craft Union, Industrial Union, UAW, Retail-Department Store, Agricultural, Public Employees' Union
Other	

ABSTRACT 38

DATA BASE TITLE	Quality of Employment Survey, 1972.
PRINCIPAL INVESTIGATOR	Robert P. Quinn, Thomas W. Mangione, Stanley E. Seashore Survey Research Center ISR Social Science Archive P.O. Box 1248 Ann Arbor, MI 48106
Contact Person	Ms. Karen Sidney, Supervisor Servicing Section, Survey Research Archive ICPSR, Box 1248 Ann Arbor, MI 48106 (313) 764-8396
Publications/Source List of Publications	17 available publications Institute for Social Research. *The 1972–1973 quality of employment survey*. Ann Arbor: The University of Michigan, Author, 1973.
Related Studies	Survey of Working Conditions
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Codebook source of present abstract
Questionnaire	Available
Special Work Tapes	Available
ACCESS	
Availability	Archival Form; on request from contact person.
Restrictions	Punched card data are restricted to non-tape users; occasionally data are temporarily withheld by the investigators.
Fees	A blank 2400 foot tape (magnetic) or $18 in lieu of tape, plus fee to be assessed by Institute for Social Research.

DESIGN INFORMATION

Objectives	To provide an overview of working conditions in the American labor force, including assessment of the frequency and severity of work-related problems, identification of the demographic or occupational groups which are most affected by these problems, development of job satisfaction measures, assessing the impact of working conditions upon the well-being of workers, and establishing normative statistics for the sample.
Data Collection Procedures	The structured personal interview elicited both open-ended and closed responses in this cross-sectional study of the American labor force.
Dates	1973
Longitudinal	
Sample Characteristics	
Size	1,496
Population	Persons 16 years old and gainfully employed at least 20 hours per week. Also included were those not working because of strike, vacation, etc.
How Selected	Housing units were randomly selected from a U.S. Bureau of the Census listing. One of the eligible persons within a housing unit was objectively selected.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	7 categories: varying increments within categories
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	3 categories: White, Black, Other
Religion	

Age	Minimum reported–16; Maximum–97+, in increments of 1 year.
Total Income	For individual respondent and family; Reported by respondent and family, bounded from $1 to $97,000+, in $1 increments, provided for annual period.
Marital Status	Reported in 5 categories: married, widowed, separated, divorced, never married.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	How respondent sees self in job–16 items Respondent perception of others by their job–20 items About respondent co-workers–10 items About promotions at work–50 items About unions/employees associations–39 items
Value	Important/non-important aspects of a job–34 items Respondent desire to continue working–27 items
Interests and Preference	Respondent choice of main job–1 item
Job Satisfaction	Aspects of a job–34 items Job satisfaction–7 items
Evaluation of Subjects Occupational Performance	Level of training required in respondent's job–1 item Interference/personal matters–wage and salaried–14 items Respondent work schedule (self report)–15 items Working overtime (self report)–13 items Problems with hours/schedule/overtime–20 items
Other	

Training	
Type/Source	
Length	
Levels	
Evaluation of Training	Value of present job skills to respondent in 5 years–1 item
Work Experience	
Job Title	
Earnings	Earnings for future jobs–projected. Also respondent's annual income before taxes and the family's income before taxes are specifically indicated.
Work History	18 items of a job historical nature. 7 items about things affecting respondent's work.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	Probability sample of all U.S. adult occupations.
How Selected	Probability sample of households.
Occupational Classification	
Job Coding	Bureau of the Census Occupation Code–1970; ISR Occupation Code; DOT Code; Duncan Status Score; Duncan Decile Score; Collar Color Code; 1960 ISR Census Industry Code; 1970 ISR Census Industry Code
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	Exposure to dangerous conditions–8 items Respondent's place of employment–20 items
Organizational Climate	About present job–27 items About fringe benefits–16 items
Union Affiliations	Dichotomous response: Does respondent belong to a union?
Other	

ABSTRACT 39

DATA BASE TITLE	Retrospective Life History Data (Johns Hopkins University)
PRINCIPAL INVESTIGATOR	Peter H. Rossi–University of Massachusetts James S. Coleman–University of Chicago
Contact Person	Nancy Karweit CSOS/Johns Hopkins University 3505 North Charles Street Baltimore, MD 21218 (301) 338-7569
Publications/Source List of Publications	See list, p. 195
Related Studies	
DOCUMENTATION	
Format	Computer tape or ASCII code 9 track, BCD code 7 track.
Codebook/Data Summary	Available
Questionnaire	Not available generally. Are located at Johns Hopkins University.
Special Work Tapes	Available, yearly histories of major states.
ACCESS	
Availability	On request from contact person.
Restrictions	None
Fees	Approximately $200. Fee depends on computer tape desired.
DESIGN INFORMATION	
Objectives	Social accounting project; detailed and retrospective information collected for national sample black and white men. Histories (from age 14 to time of interview in 1969) in 4 areas–occupation, education, residence, marital status, and family.

Data Collection Procedures	Survey instrument. 1,589 men. January–March 1969. Retrospective life histories collected. (Two papers describe data collection procedures—see attached bibliography.)
Dates	1969
Longitudinal	
Sample Characteristics	
Size	1,589 men, 2 samples, A = U.S. population and B = Black population.
Population	U.S. males, aged 30-39 in 1968.
How Selected	Sample A based on National Opinion Research Center's 1972 Master Sample. Sample B based on Sample A plus 2 additional southern Primary Sampling Units.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Complete range—none to Ph.D.
Educational Attainment	None to Ph.D.
Gender	Male (occupational data on wives also)
Race/Ethnicity	Black and Non-Black
Religion	Available
Age	30-39 in 1968
Total Income	Earnings for men from age 14 to their age in 1969. Earnings for wives from date of marriage.
Marital Status	Married, single, divorced, widowed, cohabitation. Record of birth or adoption of children and if other family members reside in household.
Other	
Measurement Variables	
Ability/Skill	10-item vocabulary test
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	

Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	On the job training recorded for each job.
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	All jobs held from age 14 to age in 1969.
Earnings	Earnings per month.
Work History	Hours worked per week; how job was obtained; reason for leaving; occupation/industry job, wage rate; duration of job.
Occupational Mobility	Not recorded as such, but information on every job is recorded.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	A special tape is available in which the unit of analysis is a job or job change.
How Selected	
Occupational Classification	
Job Coding	1960 3-digit Census occupational/industrial code Holland typology NORC prestige
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	Union name is coded.
Other	

Publications Related
to Retrospective Life History Data

Center Reports:

Blum, F., Karweit, N., & Sorenson, A. *A method for the collection and analyses of retrospective life histories.* (ERIC Document Reproduction Service No. 032 610) (Out of print at Center for Social Organization of Schools (CSOS); please order from ERIC.)

Blum, F., & Coleman, J. S. *Longitudinal effects of education on the income and occupational prestige of blacks and whites.* (Available from CSOS as Report No. 70.)

Ornstein, M. D., & Rossi, P. H. *Going to work: An analyses of the determinants and consequences of entry into the labor force.* (Available from CSOS as Report No. 75.)

Coleman, J., Blum, F., & Sorenson, A. *Occupational status changes for blacks and nonblacks during the first ten years of occupational experience.* (Available from CSOS as Report No. 76.)

Blum, F., & Berry, C. C. *Migration and household composition: A comparison between blacks and nonblacks.* (Available from CSOS as Report No. 77.)

Rossi, P. H. *Community social indicators.* (Available from CSOS as Report No. 85.)

Sorenson, A. *Models of social mobility.* (Available from CSOS as Report No. 98.)

Coleman, J. S. *A flow model for occupational structure.* (Available from CSOS as Report No. 101.)

Ornstein, M. *Entry into the American labor force.* (Available from CSOS as Report No. 113.)

Coleman, J., Berry, C., & Blum, F. *White and black careers during the first ten years of work experience: A smallaneous consideration of occupational status and income change.* (Available from CSOS as Report No. 123.)

Sorenson, A. *The occupational mobility process: An analyses of occupational careers.* (Available from CSOS as Report No. 125.)

Karweit, N. *Educational discontinuities and sequences. An analysis of life history data.* (Available from CSOS as Report No. 222.)

Papers:

Karweit, N. Storage and retrieval of life history data. *Social Science Research,* March 1973.

Coleman, J., Blum, F., Sorenson, A., & Rossi, P. White and black careers during the first decade of labor force experience. Part I: Occupational status. *Social Science Research*, 1972, *1*, 243-270.

Blum, F. D. White and black careers during the first decade of the labor force experience. Part II: Income differences. *Social Science Research*, 1972, *1*, 271-292.

Coleman, J. S., Berry, C., & Blum, F. White and black careers during the first decade of labor force experience. Part III: Occupational status and income together. *Social Science Research*, 1972, *1*, 293-304.

Ornstein, M. *Entry into the American labor force.* Academic Press, 1976.

ABSTRACT 40

DATA BASE TITLE	San Francisco Bay Region—Local Politics or The City Council Study
PRINCIPAL INVESTIGATOR	Kenneth Prewitt National Opinion Research Center University of Chicago Heinz Eulau Department of Political Science Stanford University
Contact Person	Assistant Director, Member Services Inter-University Consortium for Political and Social Research P.O. Box 1248 Ann Arbor, MI 48106 (313) 763-5010
Publications/Source List of Publications	
Related Studies	Eulau, H. & Prewitt, K. *Labyrinths of democracy.* Indianpolis, IN: Bobbs-Merrill, 1973.
DOCUMENTATION	
Format	Card image format; Common tape configurations
Codebook/Data Summary	Codebook and *ICPSR Data Available* Catalog are sources of abstract.
Questionnaire	
Special Work Tapes	
ACCESS	
Availability	Available on request from contact person.
Restrictions	ICPSR Class IV: User must be aware of uncertainty about the quality of the data.
Fees	A 2400 foot magnetic tape (or $18 in lieu of the tape), plus fee to be assessed by ISR.

DESIGN INFORMATION

Objectives	To explore city council members' opinions on matters that concern cities and communities such as traffic and highways, recreation, job and housing discrimination, social and governmental problems, focusing specifically on the Bay Area.
Data Collection Procedures	The data were collected from a cross-section of city council members in the Bay Area by questionnaire and personal interview.
Dates	
Longitudinal	
Sample Characteristics	
Size	435 respondents
Population	82 cities in the San Francisco Bay area.
How Selected	

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	County and City in Bay Area of California
Residential Density	Population density–5 unique categories; Urbanization–Unknown
Years of Education	Bounded responses: 6 unique categories, including less than high school, high school, college–less than 4 years, college–more than 4 years, trade school.
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	
Religion	Bounded responses, 8 unique categories; further Protestant breakdown provided.
Age	9 unique categories, unbounded response, primarily 5-year increments.

Total Income	Unbounded responses, 6 unique categories with primarily $5000 increments.
Marital Status	Bounded responses; 8 unique categories; also number of children (5 or less) known exactly.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	What makes "a leader?"—13 items Self-concept—2 items
Attitudes	Persons influencing your career choice—5 items Changes in attitudes over the years—12 items Effectiveness on the job—3 items Evaluations and roles of others—5 items Qualities needed by a city councilman—11 items Attitudes about change—58 items
Value	Managers' importance—3 items Attorney's importance—2 items Most important committees—4 items
Interests and Preference	Career interests—11 items Plan to run for office again?—7 items Areas of personal expertise—8 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	Characterizations of the job of councilman- 6 items
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	

Work Experience	
Job Title	Council member's principal occupational category
Earnings	Unbounded responses, 6 unique categories with primarily $5000 increments.
Work History	Length and continuousness of service; Employment status and principal occupations category known for first job, second job, and third job.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 41

DATA BASE TITLE	State Legislature Study or "Lobbyists and Legislators: A Comparative Study"
PRINCIPAL INVESTIGATOR	Harmon Zeigler, Center for the Advanced Study of Educational Administration University of Oregon, Eugene Michael Baer Department of Political Science University of Kentucky, Lexington
Contact Person	Assistant Director, Member Services Inter-University Consortium for Political and Social Research P.O. Box 1248 Ann Arbor, MI 48106 (313) 763-5010
Publications/Source List of Publications	8 publications listed in: Center for Political Studies: *ICPSR data available handbook.* Ann Arbor: The University of Michigan, Institute for Social Research, Author, 1975-76.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Rudimentary Codebook: Source of this abstract
Questionnaire	
Special Work TApes	
ACCESS	
Availability	On request from contact person
Restrictions	Condition of the data unknown; data on punched cards available only to non-tape users; data may temporarily be withheld from distribution by investigator.

Fees	A 2400 foot magnetic tape (or $18 in lieu of tape), plus fee to be assessed by Institute for Social Research.
DESIGN INFORMATION	
Objectives	To explore the respondents' early interest in politics, their background of previously held government positions, and the legislative leadership positions which they currently hold.
Data Collection Procedures	In this survey study, data were collected in February-March, 1966, from legislators and registered lobbyists in Massachusetts, North Carolina, Oregon, and Utah. Method of sampling not known, although a cross-sectional sample is assumed.
Dates	1966
Longitudinal	
Sample Characteristics	
Size	582 Legislators 644 Lobbyists
Population	The sample was selected from Massachusetts, North Carolina, Oregon, and Utah
How Selected	
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban.
Years of Education	Highest grade completed; 8 categories of varying increments.
Educational Attainment	
Gender	Male and Female.
Race/Ethnicity	
Religion	
Age	Unbounded responses, 7 categories, primarily 10-year increments.

Total Income	*Lobbyists:* Total family income: 13 categories unbounded range, primarily $1000 increments. *Legislators:* Total family income: 4 categories, unbounded range, varying increments.
Marital Status	
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Lobbyists: Interest groups feelings toward lobbyists–2 items Legislators attitudes towards lobbyists–3 items Lobbyists and legislators INTERACTION INDEX–12 items (1 score) Lobbyists and legislators PERSUASABILITY INDEX–3 items (1 score) Accessibility and Attitude Index–9 items (1 score) Overall Index–24 items (1 score)
Value	
Interests and Preference	Lobbyists: How did you finally get into politics?–1 item. How did you finally get into lobbying?–1 item Legislators: How did you finally go into politics–3 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	
Length	
Levels	

Evaluation of Training	
Work Experience	
Job Title	Lobbyists and Legislators
Earnings	
Work History	Lobbyists: a. Held government position? If so, indicate position and level of government. b. Number of years a lobbyist Legislators: a. Held previous government positions? Yes or No. Indicate position and level of government—3 items b. Occupation—63 unique categories possible, also number of years. c. Number of years in legislature, 6 categories, varying increments.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Phsycial Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 42

DATA BASE TITLE	Survey of Working Conditions—November 1969–January 1970
PRINCIPAL INVESTIGATOR	Robert P. Quinn, Stanley E. Seashore, Thomas W. Mangione ISR Social Science Archive
Contact Person	Ms. Karen Sidney, Supervisor Servicing Section Survey Research Archive, ICPSR Box 1248 Ann Arbor, MI 48106 (313) 764-5199
Publications/Source List of Publications	39 available publications Codebook: Quinn, R. P., Seashore, S. E., & Mangione, T. W. *Survey of working conditions.* Ann Arbor: University of Michigan, Institute for Social Research, 1975.
Related Studies	Quality of Employment Survey (Abstract 58)
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present abstract.
Questionnaire	Available
Special Work Tapes	Available
ACCESS	
Availability	Archival form; on request from contact person.
Restrictions	Punched card data restricted to non-tape users; Occasionally data temporarily withheld by the investigators.
Fees	A blank 2400 foot magnetic tape (or $18 in lieu of tape), plus fee to be assessed by Institute of Social Research.

DESIGN INFORMATION

Objectives	Among the objectives were the following: to assess the frequency and severity of work-related problems experienced by employed people in general and by major demographic and occupational subgroups, development of economical measures of job satisfaction suitable for use under a variety of conditions of census and research, and assessment of the impact of working conditions upon the well-being of workers.
Data Collection Procedures	A structured interview schedule was used in this cross-sectional survey of workers in the coterminous U.S.A. Questions were both open-ended and closed.
Dates	1969-70
Longitudinal	
Sample Characteristics	
Size	1,533 out of 1,951 eligible
Population	
How Selected	Each worker in coterminous U.S. had an equal probability of being chosen. The sample was self-weighting.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Coterminous U.S.A.
Residential Density	Rural and Urban
Years of Education	Range of years from less than 1 to more than graduate or professional school, in 9 increments of different sizes.
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	3 categories: White, Negro, Oriental

Religion	
Age	Bounded, from 16 to 99, by increments of 1 year
Total Income	For individual respondent and family unit, specifically indicated for annual earning period.
Marital Status	Reported in 5 categories: single, married, widowed, separated, divorced.
Other	
Measurement Variables	
Ability/Skill	Estimates of potential skill unused on job—1 item
Aptitude	
Achievement	
Personality	Dealings with other people—15 items
Attitudes	Personal feelings—39 items Aspects of a job—Are they true of respondent's job?—25 items Level of education needed in job—1 item Union/employees associations—41 items
Value	Important/non-important aspects of a job—25 items
Interests and Preference	Place of employment-22 items Transportation—if home not adjacent to work—23 items Dangerous working conditions—11 items Importance of protection from poor standards—17 items
Job Satisfaction	Satisfaction with life—8 items Problems/difficulties faced on the job—18 items Job satisfaction, revised scale—28 items
Evaluation of Subjects Occupational Performance	Main job description—12 items Work schedule—10 items Working overtime—12 items Problems with hours, work schedule, and overtime—18 items

Other	Discrimination due to age—14 items Discrimination due to sex—13 items Discrimination due to race—15 items
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	Unbounded response, from $1 to $97,000 per year, in increments of $1. Indicated both for respondent's individual income and respondent's family income.
Work History	
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	Probability sample of U.S. adult occupations.
How Selected	Probability sample of households.
Occupational Classification	
Job Coding	Census Bureau Occupational 3-digit code Standard Industrial Classification DOT Cross Occupational Divisions Duncan Decile Scale
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 43

DATA BASE TITLE	Washington Lobbyists
PRINCIPAL INVESTIGATOR	Lester W. Milbrath State University of New York at Buffalo 3435 Main Street Buffalo, NY 14214 (Study was conducted under the auspices of the Brookings Institution, Washington, DC)
Contact Person	Ms. Karen Sidney, Supervisor Servicing Section, Survey Research Archive ICPSR, Box 1248 Ann Arbor, MI 48106 (313) 764-5199
Publications/Source List of Publications	Center for Political Studies. *ICPSR data available catalog.* Ann Arbor: The University of Michigan, Institute for Social Research, Author, 1975-76.
Related Studies	Francis, W. L. *Legislative issues in the fifty states: A comparative analysis.* Rand McNally, 1967. Francis, W. L. A profile of legislator perceptions of interest group behavior relating to legislative issues in the states. *Western Political Quarterly,* December 1971.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Codebook is source of abstract.
Questionnaire	*The Washington lobbyists* (Appendix). Chicago: Rand McNally, 1963. (Republished by Greenwood Press, Westport, CT.)
Special Work Tapes	
ACCESS	
Availability	Available in archival form; on request from contact person.
Restrictions	Punched card data is restricted to non-tape users only.

Fees	A 2400 foot tape (or $18 in lieu of tape), plus fee to be assessed by Institute for Social Research.
DESIGN INFORMATION	
Objectives	To explore the personal characteristics of lobbyists and the roles these persons play both in government decision making and in their client organizations. The questions investigate lobbyists personal and family backgrounds, career history, the techniques and activities of the lobbying profession, personality traits, as well as other information
Data Collection Procedures	Information was obtained, by interview, from a cross-sectional sample of the persons registered as lobbyists. All interviewing and coding was done by the investigator.
Dates	1956-57
Longitudinal	
Sample Characteristics	
Size	114 (101 interviewed; 13 were followed-up informally)
Population	Generalizability: sample was drawn from those persons registered as lobbyists with U.S. Congress during first 2 quarters of 1956; approximately 900 persons.
How Selected	Simple random sample from published lists.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.; most lived in the Washington, DC area; a few lived in New York.
Residential Density	
Years of Education	Formal education, 9 categories: None, Elementary, Some High School, Finished High School, Some College, Finished College, Graduate or Professional Training, Professional Degree, Ph.D., or Equivalent.
Educational Attainment	
Gender	Male and Female

Race/Ethnicity	No Blacks appeared in the sample.
Religion	10 categories: None, Baptist, Presbyterian, Methodist, Lutheran, Congregational, other Protestant, Roman Catholic, Jewish, Episcopal.
Age	6 categories: Bounded responses, from 20 to 70 and up, primarily 10-year intervals.
Total Income	Annual salary identified (bounded responses, in 9 categories, variable increments)
Marital Status	Size of immediate family: 7 possible categories, including single; married (no children); divorced, widowed, separated; 1 child, 2 children; 3 children; four or more children.
Other	Interviewers judgment of socioeconomic status (categories: High, Upper-Middle, Lower Middle, Low). Group memberships, political activities, party affiliation activity, advantages and disadvantages of job, career development.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	Machiavelli–1 score; 'F' Scale–1 score; Composite acquiescense–1 score
Attitudes	Evaluation of socio-economic level–1 item; Organizations' expectations of the representative-1 item; Do people develop techniques or learn subject matter in lobbying?–1 item; Can you think of traits that seem to characterize lobbyists?–1 item; How do lobbyists learn the skills that are necessary for their work?–1 item. Other measures of dominance, social presence, self-acceptance, self control, sociability, tactics, and views. Most of the study is attitudes or perceptions.
Value	
Interests and Preference	5 most preferred jobs–1 item; Major influences that developed interest in public affairs–1 item; What features of your job appearl to you most?–1 item; What featuares of your job appeal to you least?–1 item
Job Satisfaction	Would you like to continue in this type of work for the rest of your professional life?–1 item Also see "Interests and Preference."

Evaluation of Subjects *Occupational Performance*	Frequency of acceptance of personal recommendations about policy issues—1 item; Judgments about lobbying influence; Judgments about efficaciousness of tactics.
Other	
Training	
Type/Source	No formal training; but see "Work History"
Length	See "Years of Education"
Levels	
Evaluation of Training	
Work Experience	
Job Title	Lobbyist: Nature of organization represented is identified. 12 possible categories allow bounded response. Lobbyists specific job is also identified (in one of 10 unique categories: trade association executive, officer of the organization, legislative relations staff, executive relations staff, Washington representative, lawyer in large law firm, free lance lawyer, general counsel, public relations consultant, lobbyist entrepreneur).
Earnings	Present, annual earnings available, (bounded responses in 9 categories with variable increments).
Work History	Description of occupational history including type of career preparation, career pattern, previous employment, and other career influences.
Occupational Mobility	See "Work History"
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

UNIVERSITIES:

Longitudinal

ABSTRACT 44

DATA BASE TITLE	American National Election Studies, 1972
PRINCIPAL INVESTIGATOR	Merrill Shanks Department of Political Science University of California, Berkeley Jack Dennis Department of Political Science University of Wisconsin, Madison David Kovenock Department of Political Science University of North Carolina, Chapel Hill Warren Miller and Arthur Miller Institute for Social Research University of Michigan Richard Brody Department of Political Science Stanford University
Contact Person	Assistant Director, Member Services Inter-University Consortium for Political and Social Research P.O. Box 1248 Ann Arbor, MI 48106 (313) 763-5010
Publications/Source List of Publications	3 sources indicated in the Center for Political Studies *American National Election Study, Volume 1, Introduction and Codebook (Pre-election),* Ann Arbor: The University of Michigan, ISR,1972.
Related Studies*	Also, the Center for Political Studies *American National Election Study, Volume II, Codebook (Post-election Wave)* and the CPS *1972 American National Election Study, Volume II, Notes, Frequencies, Addendum, and Questionnaire.* Ann Arbor: The University of Michigan, ISR, 1972.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, Codebook, Volume I, source of present abstract.
Questionnaire	Available
Special Work Tapes	

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*A *Continuity Guide* is also available from ICPSR that identifies questions that continue to be asked in each new survey. These items can be used to identify trends.

ACCESS

Availability	Archival form; on request from contact person.
Restrictions	Punched card data restricted to non-tape users. Portion of data withheld by the investigators.
Fees	$18 or a blank 2400 foot magnetic tape, plus fee to be assessed by Institute for Social Research

DESIGN INFORMATION

Objectives	Analysis of the current attitudes and voting patterns of a cross-section of American citizens, particularly in comparison with attitude and voting patterns found in past cross-section studies. Emphasis on the role of political parties and candidates, the reactions of the people to current social issues; general themes of trust in government, alienation, and efficacy were emphasized in an attempt to determine the causes of the observed decrease in public support of the political system.
Data Collection Procedures	Respondents were interviewed before and after the election. Two forms of the interview were developed—Form I and Form II. One half of the respondents were administered Form I of the pre-election and post-election schedules; the other half were administered Form II in both waves. The forms have approximately 80 of the same items and 20 new questions.
Dates	Pre-election Wave—9/1/72 to 11/6/72 Post-election Wave—11/7/72 to 2/13/73
Longitudinal	
Sample Characteristics	
Size	1,119
Population	A representative cross-section of persons 18 years of age or older as of Election Day who were U.S. citizens and were living in the coterminous U.S.A.
How Selected	12 largest metropolitan areas chosen with certainty; the rest were stratified into primary sampling units.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Coterminous U.S.A.

Residential Density	Rural and Urban
Years of Education	Unbounded range of responses, specifically indicated.
Educational Attainment	Unbounded range of response, specifically indicated.
Gender	Male and Female
Race/Ethnicity	7 discrete categories: White, Black, Puerto Rican, Mexican American, Chicano, Oriental American Indian.
Religion	Unbounded range of response, indicated in over 50 possible responses.
Age	Unbounded range of response; any response can be indicated.
Total Income	Family—Unbounded range from "none" to greater than $35,000. Increments of $1,000 for the year 1971.
Marital Status	Reported in following categories: married, never married, divorced, separated, widowed, common-law marriage. Number of children between 5 and 18 who live in household also indicated.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Cynicism and trust in government—5 items; Evaluation of American political system—5 items; Government guaranteed job and living standard scale—6 items
Value	Determinism vs. control of life—26 items; Racial questions—7 items; Control and direction of life—5 items
Interests and Preference	Political concerns—18 sections involving numerous items
Job Satisfaction	With job—1 item With job opportunities—1 item
Evaluation of Subjects *Occupational Performance*	

Other	Family heads' occupation—24 items; Associational membership and activity—17 items; Respondents' class identification—6 items; Wife of head's occupation section—22 items
Training	
Type/Source	Available if the respondent received training at college.
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Present employment status is identified.
Earnings	Family; Unbounded range from "none" to greater than $35,000. Increments of $1,000 for the year 1971.
Work History	Information about respondent's occupation, concerning retirement, kind of work, self-employment, unemployment—12 items.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Duncan SES; Duncan Decile; Bureau of the Census classification
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	9 categories of response about union membership, involving different combinations of members of the household.
Other	

ABSTRACT 45

DATA BASE TITLE	Career Plans and Experiences of June, 1961 College Graduates NORC studies, Waves ABCDE
PRINCIPAL INVESTIGATOR	James A. Davis Department of Sociology Dartmouth College Hanover, NH 03755
Contact Person	Patrick Bova, Librarian National Opinion Research Center University of Chicago 6030 South Ellis Avenue Chicago, IL 60637 (312) 753-1300
Publications/Source List of Publications	101 available publications; Library, National Opinion Research Center, University of Chicago, 6030 South Ellis Avenue, Chicago, IL 60637. Data Set available in the National Institute of Education, Career Research Data Bank, Set No. 7.
Related Studies	
DOCUMENTATION	
Format	Magnetic tape; 9 track, 1600 bits per inch.
Codebook/Data Summary	Available, Codebook and memoranda are source of abstract.
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	Archival form; on request from contact person.
Restrictions	None
Fees	$25.00 plus postage, not including tapes.
DESIGN INFORMATION	
Objectives	To study the career plans of students graduating from college and to follow these students for a number of years to compare their actual experiences with previously stated plans.

Data Collection Procedures	Survey instruments were mailed to a representative sample of college graduates of 1961. The data bases for each wave contain only records of those responding to the wave. Some differences in the sample selection for Wave E make its sample characteristics unique.
Dates	Wave A (1961); Wave B (1962); Wave C (1963); Wave D (1964); Wave E (1968)
Longitudinal	Yes
Sample Characteristics	
Size	ABCD: 20,254 of 41,116 E: 4,868 of 6,005
Population	Eligible institutions were listed in: U.S. Office of Education. *Education Directory, 1957-1958 Part 3: Higher Education.*
How Selected	ABCD: 135 eligible institutions were randomly selected; sample was randomly and proportionately drawn from those schools. E: 30% subsample of each previous wave.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Range of years from less than 1 year to more than 7 years. Reported in 1-year increments.
Educational Attainment	
Gender	Male and Female
Race/Ethnicity	4 categories: White, Negro, Oriental, Other
Religion	5 major categories: Protestant, Roman Catholic, Jewish, Other, None
Age	7 categories, unbounded, with variable increments.

Total Income	For individual respondent and family unit. Unbounded to the nearest $1000, annual basis.
Marital Status	Reported in 5 categories: Single, don't expect to be married before Fall, 1961; Single, expect to be married before Fall, 1961; Married, one or more children; Married, no children; Widowed, Divorced, Separated.
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	The future–1 category; Careers–1 category; College experience–1 category; Political attitudes
Value	
Interests and Preference	Career aspirations–9 items; Work Environment preferences–12 items
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Name of school; type of school (11 unique categories, such as: universities, liberal arts colleges, teachers colleges, independent technical schools, theological and religious schools)
Length	Unbounded; 0-7 years, graduate or professional, in 1-year increments.
Levels	Undergraduate, graduate, or professional.
Evaluation of Training	In one or more of the waves, personal evaluations are available.

Work Experience	
Job Title	
Earnings	Current job: Are specified for each respondent to the nearest $1000, annual basis. Future jobs: To the nearest $2000, 6 years from present or when respondent is 45 years old.
Work History	Total number of jobs held since college graduation; hours of work per week; title or present job.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	3-digit Census 1950; 2-digit record–Census 1950 (Wave B); 2-digit Duncan SES
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 46

DATA BASE TITLE	Careers Study, Stage III: 1960 Graduates
PRINCIPAL INVESTIGATOR	Robert N. Rapaport Tavistock Institute of Human Relations and the Oxford Institute of Education
Contact Person	Ivor Crewe Social Science Research Council SSRC Survey Archive University of Essex, England, C04350 (0206) 4414
Publications/Source List of Publications	Codebook with marginal summaries available from contact person.
Related Studies	Careers Study, Stage I: Sixth Form Study Careers Study, Stage II: Final Year Undergraduates
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available, source of present abstract.
Questionnaire	Available
Special Work Tapes	Available
ACCESS	
Availability	On request from contact person.
Restrictions	None
Fees	Duplication costs
DESIGN INFORMATION	
Objectives	Discovering career attitudes and experiences and their influences. Data cover the development of career concepts (ambitions at various times of life, occupations considered at various times, guidance sought and offered in forming career ambitions, parental attitudes toward work and university education). Choices between scholastic achievement and personal popularity at various

	times of life, career and educational aspirations (previous and current), present reasons for changes, and the relationship between work and family commitments.
Data Collection Procedures	Postal survey, 1968. Followup of 2966-1967 survey of graduates from British universities in 1960 who took part in a survey conducted by Professor Kelsal of Sheffield University. Part of a longitudinal study.
Dates	1960, 1968
Longitudinal	Yes
Sample Characteristics	
Size	1,089
Population	British university graduates
How Selected	Volunteers from 1966-1967 sample plus subsample of husbands of married women in the 1966-1967 sample.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	England, current address.
Residential Density	7-interval density scale from "open country" to "central city/large metropolitan area."
Years of Education	University graduates
Educational Attainment	From "first class honors" though "ordinary pass" to "not a graduate."
Gender	Male and Female
Race/Ethnicity	
Religion	
Age	1-year increments, 27-34 and over 35 years.
Total Income	Subject only, £500 increments, from £500 to £4000 and over £4000 per year.
Marital Status	Single, married, widowed, divorced, living as married.

Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Level of ambition—8 items; no overall score.
Personality	3-interval adjective check list—43 items; no overall score; self-report. 3-interval personal characteristics checklist—10 items; no overall score; self-report.
Attitudes	Toward women working—6 items; no overall score.
Value	Career ideals—5 items; no overall score. Family-structure ideals—14 items; no overall score.
Interests and Preference	Life goals check-list—42 items; no overall score.
Job Satisfaction	4-interval job satisfaction scale—1 item; 1-score. Job satisfaction variables checklist—19 items; no overall scores; rank order of items also indicated.
Evaluation of Subjects Occupational Performance	
Other	Life satisfaction variables check-list—8 items; Codebook and marginals summary.
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Total of 28 job titles to select from, and including "other" or "not employed."
Earnings	See "Total Income" above.

Work History	Current job: Hours of work per week.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 47

DATA BASE TITLE	Explorations in Equality of Opportunity: A Fifteen Year Follow-Up Survey (Sophomores)
PRINCIPAL INVESTIGATOR	Institute for Research in Social Sciences University of North Carolina Chapel Hill, NC 27514
Contact Person	Sue A. Dodd Data Librarian Social Science Data Library University of North Carolina Chapel Hill, NC 27514
Publications/Source List of Publications	
Related Studies	
DOCUMENTATION	
Format	Common tape configurations.
Codebook/Data Summary	Codebook and marginals summary.
Questionnaire	Available, source of present abstract
Special Work Tapes	Available
ACCESS	
Availability	On request from contact person.
Restrictions	
Fees	
DESIGN INFORMATION	
Objectives	Attempts to identify the educational and social attainment process focusing on 6 interactions and within-school process variables. Variables examined include personal and family characteristics and activities, high school and college experiences, work experiences, family background, and finances.

Data Collection Procedures	Mail survey. The 1970 followup to a 1955 testing of high school sophomores.
Dates	1955, 1970
Longitudinal	Yes
Sample Characteristics	
Size	2,077
Population	1955 high school sophomores.
How Selected	Attempted to contact all of original sample. Only those who responded to 1970 followup are included.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	Current address. Address 15 years ago. States lived in since 1955.
Residential Density	Non-suburban, suburb, central city: now and 15 years ago.
Years of Education	High school program of study. Type of school, if any, attended within 6 months after high school. Number of semesters enrolled as an undergraduate. Level of education achieved by various members of family.
Educational Attainment	Multiple questions covering college major, awards received, degrees attained, reasons for not completing college.
Gender	Male and Female
Race/Ethnicity	Parental background, multiple categories.
Religion	Religion reared in, current religion.
Age	Current age
Total Income	Multiple questions concerning age of first income, parent's income, past and current personal income, past and current household debts and assets.

Marital Status	Marital status, number of children and sex. If widowed or divorced, several questions about current and future plans regarding marriage and children.
Other	Current major activity: working full time, working part time, active military career, housewife, and 5 other categories. Important events since 1955: open response. Whether or not in military and effect of that experience as indicated by a rating of 14 possible effects. Several questions on current social and organizational activities. Height, weight, and state of health. Multiple questions concerning family background, e.g., rules at home, parent who was prime decision maker, etc.
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	Grade point average in high school and college.
Personality	Rating of personality trait adjectives; 3-interval scale—28 items. Rating of internal-external locus of control statements; 4-interval scale—35 items.
Attitudes	Attitudes toward high school experience; 4-interval scale—21 items. Rating of high school activities for population of peers; 3-interval scale—13 items. Rating of effect that high school experience had; 3-interval scale—19 items. Multiple questions concerning attitudes toward home, parents, spouse, marriage, military service, interracial marriage, and for women only, attitudes toward women's roles and present culture. Rating of statements concerning self and culture (e.g., Criminals are born to be bad. I feel I do not have much to be proud of); 4-interval scale—25 items.
Interests and Preference	Rating of frequency of performance of 36 different activities including dancing, playing baseball, taking out a library book, etc. Frequency of participation in common high school and college activities; 4-interval scale—11 items.
Job Satisfaction	Evaluation of type of work, salary, employer or firm, and the job as a whole. Identify job least appealing.
Evaluation of Subjects *Occupational Performance*	

Other	Reasons for dropping out of high school—15 item checklist. Reasons for attending/not attending college; 3-interval scale—17 items.
Training	
Type/Source	Source of training for present job.
Length	
Levels	
Evaluation of Training	How well formal academic training has prepared respondent to do major duties of present job. Extent college training is judged successful to perform present job.
Work Experience	
Job Title	Current job title. Parent's occupation.
Earnings	See "Total Income" above.
Work History	Number of different employers and different jobs held since high school or college. Weeks out of work during last year. Whether or not currently looking for another job. Expected job 10 years from now. Hours worked per week.
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	Physical environmental characteristics of present job.
Organizational Climate	Rating of various aspects of organizational climate of present job.
Union Affiliations	Whether or not in a labor union.
Other	Size of present employing organization.

ABSTRACT 48

DATA BASE TITLE	National Longitudinal Surveys Cohort Covering Boys, Aged 14-24
PRINCIPAL INVESTIGATOR	Dr. Herbert S. Parnes, Project Director Faculty of Labor and Human Resources The Ohio State University Columbus, OH 43210
Contact Person	Ms. Ellen Mumma, Research Assistant Center for Human Resource Research 1375 Perry, Suite 585 Columbus, OH 43201 (614) 422-1064
Publications/Source List of Publications	List of 160+ publications from all cohorts available in Center for Human Resources Research. *The National Longitudinal Surveys Handbook.* Columbus: The Ohio State University, Author, 1975. Available from contact person listed above.
Related Studies	National Longitudinal Surveys Cohorts Covering Girls, Aged 14-24 Covering Women, Aged 30-44 Covering Men, Aged 45-59
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	None
Fees	$300.00 per cohort
DESIGN INFORMATION	
Objectives	To obtain information on the labor market experience of a nationwide, representative sample and to identify important sources of variation in labor market behavior and experience.

Data Collection Procedures	Personal interviews, mail, and telephone surveys were conducted in collaboration with the U.S. Bureau of Census on a nationwide probability sample in 235 strata representinq the entire U.S. The sample of respondents was followed up until 1976.
Dates	1966, 1967, 1968, 1969, 1970, 1971, 1973, 1975, 1976.
Longitudinal	Yes
Sample Characteristics	
Size	5,225
Population	Civilian, non-institutional population of the U.S.A.
How Selected	Probability sample within each of 235 sampling strata—homogeneous by socioeconomic standards.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Range of years, in increments of 1 year, from 0 to more than 18.
Educational Attainment	College degrees only.
Gender	Male only.
Race/Ethnicity	Categories of White, Black, Other.
Religion	
Age	Bounded responses, 14-24, in 1-year increments.
Total Income	For individual respondent and family; 11 categories with various dollar increments.
Marital Status	Marital status, 6 categories. Family composition.
Other	Health and physical condition. Early formative influences. Military service.

Measurement Variables

NOTE: Unless otherwise indicated, the number of items listed indicates the number for any one given survey year and not the total number of items of that type on the tapes.

Ability/Skill	Mental Ability Test—1 standardized score.
Aptitude	
Achievement	
Personality	
Attitudes	Toward college experience—1 item Toward jobs—6 items Toward high school—1 item Rotter I-E Scale—11 components, 1 score (1971, 1976)
Value	Commitment to work—3 items Most important thing about any job—2 items Job?—2 items
Interests and Preference	Occupational desires at age 30—12 items Reasons for not desiring to finish high school—1 item Reasons for change in educational goals—4 items Knowledge of world of work—32 items
Job Satisfaction	Likes and dislikes about current jobs, 1966-1970—24 items
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	College, company training, technical school, vocational school.
Length	Duration of vocational training (in months)
Levels	
Evaluation of Training	
Work Experience	
Job Title	

Earnings	Bounded responses, 11 categories, various increments—for current and past jobs. Rate of pay and reaction to hypothetical job offer in the future.
Work History	Employment status, 50+ items regarding employment and non-employment status.
Occupational Mobility	12 categories of responses: layoff, discharge, etc. Interfirm shifts in increments of one, identified in 5 items. Reasons for interfirm change—4 items.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Duncan Index, Prestige Level Census 3-digit Industrial Code, 1960. Census 3-digit Occupational Code, 1960.
Job Clustering	
Other	Alternative Jobs—30+ items over 5 years Dual jobs—15+ items
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	Dichotomous response: Is respondent a member of a union? 8 general categories (as opposed to specific union names).
Other	

ABSTRACT 49

DATA BASE TITLE	National Longitudinal Surveys Cohort Covering Girls, Aged 14-24
PRINCIPAL INVESTIGATOR	Dr. Herbert S. Parnes, Project Director Faculty of Labor and Human Resources Ohio State University Columbus, OH 43210
Contact Person	Ms. Ellen Mumma, Research Assistant Center for Human Resource Research 1375 Perry, Suite 585 Columbus, OH 43201 (614) 422-1064
Publications/Source List of Publications	List 160+ publications from all cohorts available in Center for Human Resource Research, *The National Longitudinal Surveys Handbook.* Columbus: The Ohio State University, Author, 1975. Available from contact person listed above.
Related Studies	National Longitudinal Surveys Cohorts Covering Boys, Aged 14-24 Covering Women, Aged 30-44 Covering Men, Aged 45-59
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	None
Fees	$300.00 per cohort
DESIGN INFORMATION	
Objectives	To obtain information on the labor market experience of a nationwide, representative sample; and to identify important sources of variation in labor market behavior and experience.

Data Collection Procedures	Personal interview and telephone surveys were conducted in collaboration with the U.S. Bureau of the Census on a nationwide probability sample in 235 sampling strata representing the entire U.S. The sample of respondents will be followed up until 1978.
Dates	1968, 1969, 1970, 1971, 1972, 1973, 1975, 1977, 1978
Longitudinal	Yes
Sample Characteristics	
Size	5,159
Population	Sample selected to represent civilian non-institutional population of the U.S.A.
How Selected	Probability sample within each of 235 sampling strata, homogeneous by socioeconomic level.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Range of years in 1 year increments from 0 to more than 18.
Educational Attainment	College degrees and professional or trade certificates identified.
Gender	Female only.
Race/Ethnicity	Black, White, and Other
Religion	
Age	Bounded range, 14-24, increments of 1 year.
Total Income	Individual Respondent and Family Income, 11 categories, varying increments.
Marital Status	Marital status, 6 categories. Family composition.
Other	

Measurement Variables	*NOTE:* Unless otherwise indicated, the number of items listed indicates the number for any one given survey year and not the total number of items of that type on the tapes.
Ability/Skill	Mental Ability Test—1 standardized score
Aptitude	
Achievement	
Personality	
Attitudes	Rotter I-E Scales (1969, 1972)—11 statements, 3 scores Of husband toward wife's working—2 items Toward college experience—1 item Toward current job—5 items Toward high school experience—3 items Toward women working—8 items
Value	Commitment to work—2 items Most important thing about any job—2 items
Interests and Preference	About future occupations—18 items About child care—20 items About field of study in college—5 items Knowledge of world of work—11 items
Job Satisfaction	Factor liked most about current job—3 items Factor disliked most about current job—3 items
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Unique categories including: Regular school, company training, on-the-job training, technical training.
Length	Duration of vocational training taken.
Levels	
Evaluation of Training	
Work Experience	
Job Title	

Earnings	Current job—11 categories, varying increments Past jobs—specifically identified Future jobs in hypothetical situations—16 categories in varying increments
Work History	Intensive questioning about the order of occurrence of employment and nonemployment periods.
Occupational Mobility	Reasons for leaving current job, 1968, 1969, 1970, 1971—12 items Intrafirm changes—1 item
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Bose Index Prestige Level Duncan Index Prestige Level Census 3-digit 1960 occupational and industrial codes.
Job Clustering	
Other	Alternative jobs—30+ items over 3 years Dual jobs—10+ items
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	Dichotomous—"yes" or "no," then 8 general categories of unions.
Other	

ABSTRACT 50

DATA BASE TITLE	National Longitudinal Surveys Cohort Covering Men, Aged 45-59
PRINCIPAL INVESTIGATOR	Dr. Herbert S. Parnes, Project Director Faculty of Labor and Human Resources Ohio State University Columbus, OH 43210
Contact Person	Ms. Ellen Mumma, Research Assistant Center for Human Resource Research 1375 Perry, Suite 585 Columbus, OH 43201 (614) 422-1064
Publications/Source List of Publications	List of 160+ publications from all cohorts available in Center for Human Resource Research. *The National Longitudinal Surveys Handbook.* Columbus: The Ohio State University, Author, 1975, available from contact person listed above.
Related Studies	National Longitudinal Surveys Cohorts Covering Women, Aged 30-44 Covering Boys, Aged 14-24 Covering Girls, Aged 14-24

DOCUMENTATION

Format	Common tape configurations
Codebook/Data Summary	Available
Questionnaire	Available
Special Work Tapes	

ACCESS

Availability	On request from contact person.
Restrictions	None
Fees	$300.00 per cohort

DESIGN INFORMATION

Objectives	To obtain information on the labor market experience of a nationwide, representative sample and to identify important sources of variation in labor market behavior and experience.

Data Collection Procedures	Personal interviews, mail and telephone surveys were conducted in collaboration with the U.S. Bureau of Census on a nationwide probability sample in 235 strata representing the entire U.S. The sample of respondents was followed up until 1976.
Dates	1966, 1967, 1968 (mail survey), 1969, 1971, 1973 (telephone survey), 1975 (telephone survey), 1976.
Longitudinal	Yes
Sample Characteristics	
Size	5,518
Population	Men, aged 45-59, who constituted the civilian non-institutional population of the U.S. at the time of the survey.
How Selected	Selected randomly from: 235 strata that are homogeneous by some socioeconomic standards.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Range of years from 0 to more than 15 in increments of 1 year.
Educational Attainment	
Gender	Male only
Race/Ethnicity	Three categories: Black, White, Other.
Religion	
Age	Bounded responses, 45-59, in increments of 1 year.
Total Income	Individual respondent and family income; bounded responses—11 categories in various increments

Marital Status	Marital status—6 categories. Family composition.
Other	Health and physical condition. Early formative influences. Military Service.
Measurement Variables	*NOTE:* Unless otherwise indicated, the number of items listed indicates the number for any one given survey year and not the total number of items of that type on the tapes.
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Rotter Scale—11 statements, 3 scores (1969, 1971) Toward current job—5 items Toward discrimination-12 items Of the unemployed toward jobs—2 items Toward retirement—3 items Toward women working—2 items
Value	Commitment to work-4 items Most important thing about job—2 items
Interests and Preference	Vocational education plans—2 items
Job Satisfaction	Factors liked most about jobs—3 items 3 ways in which work has moved backwards—3 items
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Indicated in such terms as: Company courses, On-the-job training, technical training, regular school. Also categorized type of training within 7 specialty areas; e.g., business, electronics, etc.
Length	Bounded responses, from 1 to 99 months in increments of 1 month.
Levels	
Evaluation of Training	

Work Experience

Job Title	
Earnings	Current job: Bounded responses—11 categories, various increments. Past jobs: Bounded responses—11 categories, $100 increments. Future jobs: Unbounded responses, increments of $1.
Work History	Comparative job status across years. Over 200 items—about current jobs in 1966, 1967, 1968, 1969, 1970, 1971, and 1973.
Occupational Mobility	Reason for intrafirm change: Promotion, job was eliminated, and bumped from job. 1. Pattern of inter-firm shift—11 categories. 2. Location of jobs within or outside SMSA—14 items.

OCCUPATIONAL VARIABLES

Demographic Variables

Size

Occupations Represented

How Selected

Occupational Classification

Job Coding	Duncan Index Prestige Level Census 3-digit Industrial Code, 1960 Census 3-digit Occupational Code, 1960
Job Clustering	
Other	30+ items about alternative jobs over 5 years. 25 items about dual jobs.

Organizational Characteristics

Physical Working Environment	
Organizational Climate	
Union Affiliations	8 possible responses, of general union categories (as opposed to specific union names)
Other	

ABSTRACT 51

DATA BASE TITLE	National Longitudinal Surveys Cohort Covering Women, Aged 30-44
PRINCIPAL INVESTIGATOR	Dr. Herbert S. Parnes, Project Director Faculty of Labor and Human Resources Ohio State University Columbus, OH 43210
Contact Person	Ms. Ellen Mumma, Research Assistant Center for Human Resource Research 1375 Perry, Suite 585 Columbus, OH 43201 (614) 422-1064
Publications/Source List of Publications	List of 160+ publications for all cohorts is available from Center for Human ResourceResearch. *The National Longitudinal Surveys Handbook.* Columbus: The Ohio State University, Author, 1975, available from contact person listed above.
Related Studies	National Longitudinal Surveys Cohorts Covering Men, Aged 45-59 Covering Boys, Aged 14-24 Covering Girls, Aged 14-24
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Available
Questionnaire	Available
Special Work Tapes	
ACCESS	
Availability	On request from contact person.
Restrictions	None
Fees	$300.00 per cohort
DESIGN INFORMATION	
Objectives	To obtain information on the labor market experience of a nationwide, representative sample; and to identify important sources of variation in labor market behavior and experience.

Data Collection Procedures	Telephone, mail, and personal interviews were conducted, in collaboration with the U.S. Bureau of the Census, on a nationwide probability sample in 235 sampling strata representing the entire U.S.; and the sample of respondents will be followed up until 1977.
Dates	1967, 1968 (brief mailed), 1969, 1971, 1972, 1974, 1976, 1977
Longitudinal	Yes
Sample Characteristics	
Size	5,083
Population	Civilian non-institutional population of the U.S., as reported by the Bureau of the Census.
How Selected	Probability sample within each of 235 sampling strata representing entire U.S.A.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	Specifically reported. Range of years, in 1-year increments, from 0 to more than 6+ years of college.
Educational Attainment	Unique categories, including certificates for specialized studies in schools and in companies.
Gender	Female only
Race/Ethnicity	Three categories: Black, White, Other
Religion	
Age	30-44 at first date of collection, reported in 1-year increments.
Total Income	Annual individual respondent income and family income: 16 categories ranging from $0 to $50,000, in various increments.

Marital Status	Marital and family characteristics available.
Other	Health and physical condition Early formative influences
Measurement Variables	*NOTE:* Unless otherwise indicated, the number of items listed indicates the number for any one given survey year and not the total number of items of that type on the tapes.
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	Work attitudes–20 items Child care–5 items Rotter I-E Scale–11 statements–1 score (1969, 1972)
Value	Most important thing about a job–2 items Commitment to work–4 items
Interests and Preference	Aspirations: Educational and occupational–2 items
Job Satisfaction	Tenure–5 items Likes and dislikes about current job–6 items
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Unique categories: Company training, other than regular school, on-the-job training.
Length	Duration of vocational training (in months)
Levels	
Evaluation of Training	
Work Experience	
Job Title	

Earnings	Current and past jobs: 16 categories, ranging from $0 to $50,000 in variable increments. Future jobs: 12 categories, ranging from $0 to $10.00 per hour, increments of $1.
Work History	Historical questions about status of employment.
Occupational Mobility	Reason for leaving current job–1 item Inter-firm shifts in increments of 1 change Reasons for inter-firm changes.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Duncan Index Prestige Level Bose Index Prestige Level Census 3-digit Occupational Code, 1960 Census 3-digit Industrial Code, 1960
Job Clustering	
Other	Alternative jobs–25+ items over 5 years Dual jobs–10+ items
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	8 possible responses, of general union categories (as opposed to specific union names)
Other	

ABSTRACT 52

DATA BASE TITLE	A Panel Study of Income Dynamics, 1968-1973
PRINCIPAL INVESTIGATOR	Survey Research Center Institute for Social Research The University of Michigan Ann Arbor, MI 48109
Contact Person	Ms. Karen Sidney, Supervisor Servicing Section, Survey Research Archive ICPSR, Box 1248 Ann Arbor, MI 48106 (313) 764-5199
Publications/Source List of Publications	Institute for Social Research. *A panel study of income dynamics* (Vol. 1, 2, 3, & 4). Ann Arbor: The University of Michigan, Author, 1972-1976.
Related Studies	Institute for Social Research. *Five thousand American families—patterns of economic progress* (Vol. I-V). Ann Arbor: The University of Michigan, Author, 1972-1977.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Codebook source of present abstract.
Questionnaire	Printed in documentation.
Special Work Tapes	
ACCESS	
Availability	Archival form; on request from contact person.
Restrictions	Punched card data restricted to non-tape users. Data from new waves available to outside users as soon as they are processed.
Fees	A blank 2400 foot magnetic tape (or $18 in lieu of tape) plus fee to be assessed by Institute for Social Research.

DESIGN INFORMATION

Objectives	Directed to the head of the family, the questionnaire elicited responses about attitudinal, behavioral, and expectations measures. The objectives were directed toward explaining short-run changes in family well-being. The 9th wave of one study interviewed both heads and wives.
Data Collection Procedures	This study employed the personal interview with heads of households as its major data collection technique, supplemented with environmental information from other sources.
Dates	1968, 1969, 1970, 1971, 1972, 1973 (a brief interview), 1974, 1975, 1976, 1977 (expected); May continue beyond 1977.
Longitudinal	Longitudinal
Sample Characteristics	
Size	In 1972, 5,060 families; 1,108 of them newly formed since 1968. 5,725 families in 1976.
Population	Non-institutional families and unrelated individuals in coterminous United States.
How Selected	Probability sample of 3,000 families plus 2,000 low-income families from survey of Economic Opportunity. Weights are available to adjust for differential selection probability and non-response.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	U.S.A.–coterminous
Residential Density	Rural and Urban
Years of Education	Specifically indicated
Educational Attainment	Specifically indicated
Gender	Both Male and Female
Race/Ethnicity	White, Negro, Puerto Rican, or Mexican. Other.
Religion	Nine categories possible: Baptist, Methodist, Episcopalian, etc.
Age	Specifically indicated

Total Income	Individual respondent and family; Unbounded response in $1 increments. Annual period.
Marital Status	Individuals' relation to head of household identified: 7 possible responses, such as: head of family, wife, child, parent, and non-relative.
Other	Likelihood of moving—Trichotomous response: Yes, No, Conditional Response
Measurement Variables	
Ability/Skill	Sentence completion word test—13 items (1 score)
Aptitude	
Achievement	
Personality	Achievement motivation—16 questions (1 score)
Attitudes	Enjoyability of employment—1 score Aspirations—ambitions—1 score Efficiency and planning—1 score Horizons: expressed and self-reported—2 scores About 30 other attitudinal scores.
Value	
Interests and Preference	Hours of non-leisure—1 composite score
Job Satisfaction	Employment problems of head of house—1 item Absenteeism—3.9 items, depending on employment status. Job satisfaction—3 items
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Trichotomous response: "yes," training was taken outside the school; "no," training was not taken outside the school; "0" no training was taken.
Length	
Levels	
Evaluation of Training	

Work Experience	
Job Title	
Earnings	Items comparing the previous with the present jobs are available; 1 item comparing earnings; 5 other items comparing present with past employment.
Work History	Disability, major periods of unemployment–1 item; Hours of work for pay–1 composite item; 5-year job changes–1 item.
Occupational Mobility	Motivation for moving to a new job–1 item; Whether moved for a better job–1 item; Number of times changed state and/our country in past 5 years–2 items. Also, 9 different items measuring some aspect of mobility.
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Into 9 categories: professional, technical, and kindred; managers, officials, and proprietors, etc.
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	Difficulties in employment due to bad past record–1 item.
Organizational Climate	In 9th wave, several questions on supervisory responsibility and work hierarchy.
Union Affiliations	Dichotomous "yes" or "no" response.
Other	

ABSTRACT 53

DATA BASE TITLE	School to College: Opportunities for Post High School Education (SCOPE)
PRINCIPAL INVESTIGATOR	Dale Tillery, Department of Education Center for Research and Development in Higher *Education* 4607 Tolman Hall University of California at Berkeley Berkeley, CA 94720
Contact Person	Kathy Jones, Data Librarian Survey Research Center University of California at Berkeley Berkeley, CA 94720 (415) 642-6571
Publications/Source List of Publication	Tillery, D. *Distributions and differentiation of youth.* Cambridge: Boleriger Publishing Co., 1973. Tillery, D., & Kildergaard, T. *Educational goals, attitudes, and behaviors.* Cambridge: Bolleriger Publishing Co., 1973.
Related Studies	
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Codebook with marginal summaries
Questionnaire	Available, included with Codebook. Source of present abstract.
Special Work Tapes	Available
ACCESS	
Availability	On request from contact person.
Restrictions	Confidentiality of subjects and institutions.
Fees	

DESIGN INFORMATION

Objectives	The objective of this longitudinal study was to examine the career decision-making process in high school youth. The study obtained data on the ways students acquired information about colleges and vocations, the nature and relative importance of parental, school, and general community influences, and when various decisions were made, from 9th grade to 1st year in college. Background data include academic ability (AAT), family and home milieu, SES, parental expectations, values, perceptions of school, and occupational preferences.
Data Collection Procedures	General survey of one cohort of students, beginning in 1966 with a sample of 9th graders in 4 states. Followups occurred in 1967, 1968, 1969, and 1970, corresponding with the 10th, 11th, and 12th grades and the freshman year of college, respectively. Note: The present abstract reports only the information within the questionnaire administered to college freshmen in 1970.
Dates	1966, 1967, 1968, 1969, 1970
Longitudinal	Yes
Sample Characteristics	
Size	9th grade–46,118; 10th grade–38,664; 11th grade–35,833; 12th grade–29,427; College–10,117.
Population	A cohort of 9th graders in 1966.
How Selected	To be representative of the 9th grade population in California, Illinois, Massachusetts, and North Carolina.

SUBJECT VARIABLES

Demographic Variables	
Place of Residence	Current address while attending college.
Residential Density	
Years of Education	Number of college hours completed by the end of this term.
Educational Attainment	Highest degree expected (BA, MA, etc.)

Gender	Male and Female
Race/Ethnicity	Afro-American, American Indian, Caucasian, Chinese, Japanese, etc.
Religion	Denominational preference.
Age	
Total Income	
Marital Status	
Other	Source of influence on college choice; 4-interval scale—10 items (my own plans, what my parents wanted, my grades in high school, etc.). Estimated cost for a college year; indicate if different from what was expected and how the differences were made up. Recent events and how they might have affected college (illness, marriage, financial problems, etc.)

Measurement Variables

Ability/Skill	9th grade verbal, numerical scores; AAT
Aptitude	
Achievement	Current academic standing—Grade point average in college.
Personality	Personality trait verbs; appropriateness for self and for parents, 4-interval scale—15 items (organizer, arbitrator, competitor, etc.).
Attitudes	Attitude toward ability to do college work. Attitude toward choosing present college. Attitude toward events which led to not completing degree. Attitude toward high school preparation for college. Attitude toward college experience as it affects certain values (career, college major, stand on politics, etc.). Attitude toward current social issues and effect college has had on them (student protest, Vietnam, environmental issues, etc.).
Value	Importance of educational objectives (develop intellectual interest, develop skills directly applicable to a career, etc.). Importance of "things students think about" (a career, college major, stand on politics, etc.

Interests and Preference	College major choice (Business, Social Sciences, Pre-Med, etc.). When student expects common life events to occur (graduate from college, get a full time job, travel, etc.). Types of college preferred, type parents and teachers preferred. Time spent on common activities in 1 week of college year (study, dating, sports, work, etc.). Type of job preferred (high income, social emphasis, etc.); Specific job expected and desired.
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	For men only: decisions about military service (enlist, never serve, etc.). For women only: Length of time expected to be employed. Additional questions concerning attitude toward future work; toward type of future life styles, and plans for teaching.
Training	
Type/Source	
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	
Earnings	
Work History	
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 54

DATA BASE TITLE	United States Higher Civil Service Study: Careers of High-Level Employees
PRINCIPAL INVESTIGATOR	David Stanley The Brookings Institution 1775 Massachusetts Avenue, N.W. Washington, DC 20003
Contact Person	Ms. Karen Sidney, Supervisor Servicing Section Survey Research Archive, ICPSR P.O. Box 1248 Ann Arbor, MI 48106 (313) 764-5199
Publications/Source List of Publications	Source List of two publications in ICPSR *Guide to Resources and Services.* Ann Arbor: The University of Michigan, ISR, 1972.
Related Studies	Stanley, D. T. *The higher civil service: An evaluation of federal personnel practices.* Washington, DC: The Brookings Institution, 1965.

DOCUMENTATION

Format	Common tape configurations
Codebook/Data Summary	Codebook is source of abstract.
Questionnaire	
Special Work Tapes	

ACCESS

Availability	In archival form and on request from contact person.
Restrictions	Punched card data restricted to non-tape users.
Fees	$18 or a blank 2400 foot magnetic tape, plus fee to be assessed by The Institute for Social Research.

DESIGN INFORMATION

Objectives	To determine personal characteristics and background of the employee, including sex, age,

educational history, and work history. In addition, information about the most recent federal position held was obtained—the same information was collected for positions held at 5-year intervals; 1961, 1956, 1951 . . .

Data Collection Procedures	The data were extracted from official personnel folders by personnel records clerks and entered on "Career History Information Forms" designed for this project. The completed forms were edited by the project director, and then coded, punched, and tabulated. Longitudinal coverage of the employees' career progressions was possible.
Dates	1961, 1956, 1951, . . ., 1906.
Longitudinal	Yes
Sample Characteristics	
Size	475–(grades GS 16-18) 375–(grades GS 15)
Population	Generalizable only to the GS 15s and GS 16-18s selected from 2 lists supplied by the Data Processing Center of the U.S. Civil Service Commission.
How Selected	Names were randomly selected from the 2 lists; higher-level grades were heavily weighted in the selection.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A., no address specified.
Residential Density	Rural and Urban; not specified.
Years of Education	Highest level of education reported in 9 unique categories: high school, specialized school, some college (2 years or less), some college (more than 2 years), bachelors degree, some graduate work, masters degree or equivalent, some work above masters, doctorate.
Educational Attainment	Reported in 10 unique categories by specific degree.
Gender	Male and Female

Race/Ethnicity	
Religion	
Age	Unbounded response; specified in 1-year increments.
Total Income	
Marital Status	
Other	
Measurement Variables	
Ability/Skill	
Aptitude	
Achievement	
Personality	
Attitudes	
Value	
Interests and Preference	
Job Satisfaction	
Evaluation of Subjects Occupational Performance	
Other	
Training	
Type/Source	Source not available; Type indicated from 26 categories, such as agriculture, biological science, business and commerce, accounting, economics, etc.
Length	See "Years of Education."
Levels	
Evaluation of Training	
Work Experience	

Job Title	Current job title not available; however, information about the current or former federal position is available: major occupational interest; department or agency; grade of position.
Earnings	
Work History	Employees' prior occupation indicated in 10 categories. Status of employment: former or present
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Sample Characteristics	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	
Organizational Climate	
Union Affiliations	
Other	

ABSTRACT 55

DATA BASE TITLE	Youth in Transition
PRINCIPAL INVESTIGATOR	Jerald G. Bachman Survey Research Center Institute for Social Research Box 1248 Ann Arbor, MI 48106
Contact Person	Ms. Karen Sidney, Supervisor Servicing Section Survey Research Archive, ICPSR Box 1248 Ann Arbor, MI 48106 (313) 764-5199
Publications/Source List of Publications	"Young Men in High School and Beyond: A Summary of Findings from the Youth in Transition Project"
Related Studies	Source list of 33 publications presented in the summary publication above.
DOCUMENTATION	
Format	Common tape configurations
Codebook/Data Summary	Data summary is source of abstract.
Questionnaire	
Special Work TApes	
ACCESS	
Availability	On request of contact person.
Restrictions	Normal confidentiality requested. Data on punched cards available only to non-tape users.
Fees	A 2400 foot magnetic tape (or $18 in lieu of tape), plus fee to be assessed by Institute for Social Research.
DESIGN INFORMATION	
Objectives	To examine the causes and effects of dropping out of high school upon young men. Also, to

examine growth and change in young men, including dimensions of mental health, the self-concept, values and attitudes, plans and aspirations, and behaviors. A very comprehensive study.

Data Collection Procedures	In 4 waves, 1966, 1968, 1969, and 1970, data were gathered longitudinally from 1620 young men, selected in a national sample. The methods of data collection included individual interview and group-administered questionnaires. Five data files were established. The first 4 include data from Waves 1, 2, 3, and 4 respectively. The 5th, called the "Longitudinal Data File," incorporates *some* data from all waves.
Dates	1966, 1968, 1969, 1970
Longitudinal	Yes
Sample Characteristics	
Size	Initial survey, 2,213; Spring 1968, 1,886; Spring, 1969, 1,799; June and July 1970, 1,620.
Population	Nationwide sample of young men beginning in the Fall of 1966 when they entered the 10th grade.
How Selected	Boys were selected through use of multi-stage probability sampling so as to provide an essentially bias-free representation of 10th grade boys in public high schools throughout the U.S.
SUBJECT VARIABLES	
Demographic Variables	
Place of Residence	U.S.A.
Residential Density	Rural and Urban
Years of Education	
Educational Attainment	
Gender	Men only
Race/Ethnicity	5 unique categories: White, Negro, Spanish-Puerto Rican-Mexican-Cuban-Portuguese, Oriental, Other.
Religion	13 unique categories: Roman Catholic, Methodist, Baptist, Lutheran, Presbyterian, Episcopal, Jewish, Other Protestant, Latter-day Saints, Churches of Christ, No Preference, Agnostic, Atheist.

Age	5 possible responses: Before January, 1949; 1949; 1950; 1951; 1952.
Total Income	For subject only, total income per week, unbounded responses, primarily $5 increments, 9 categories.
Marital Status	
Other	
Measurement Variables	
Ability/Skill	Intelligence–Quick Test Score. General Aptitude Test Battery, Part J–Vocabulary Level. GATB, Part I–Arithmetic Reasoning. Gates Reading Comprehension.
Aptitude	
Achievement	Thematic Apperception Tests: Achievement–1 item. Average grade last year (self report)–1 item. Highest grade; lowest grade (self-report)–1 item.
Personality	Need for social approval–approach–12 items. Need for social approval–avoid aggression–14 items. Need for social approval–avoid–7 items, 2 indexes. Avoid failure: Test Anxiety–16 items, 2 indexes. Other personality traits–64 items, 11 indexes.
Attitudes	Self-concept of school ability. Positive school attitudes–15 items, 1 index. Negative School Attitudes–8 items, 1 index. Self development–15 items, 3 indexes. Self esteem–17 items, 2 indexes. About health, jobs, and many other items and indexes.
Value	School motivation–4 items. Kindness–4 items, 1 index. Honesty–7 items, 1 index. Social responsibility–4 items, 1 index. Reciprocity–7 items, 1 index. And another 36 items and 6 indexes.
Interests and Preference	Self utilization–9 items, 3 indexes. Level of independence–12 items, 2 indexes. A job that pays off–6 items, 1 index. A job that doesn't bug me–7 items, 1 index. Many other items about dropping out of school, about attending general or vocational schools.
Job Satisfaction	Why would the respondent find work not satisfying?–1 item.
Evaluation of Subjects Occupational Performance	

Other	Family background: Socio-economic level–6 items, 1 score. Negative affective states cluster–1 composite index. Social values cluster index–1 index. Relative job ambition index–1 index. Probability of dropping out–25 items, 1 score. Thematic Apperception Tests–Affiliation. Many other indexes including relations with teachers, principals, parents, peers, supervisors.
Training	
Type/Source	Type of curriculum in which enrolled is indicated.
Length	
Levels	
Evaluation of Training	
Work Experience	
Job Title	Available in Census Bureau Code
Earnings	Unbounded responses for average weekly earnings, 9 categories, primarily $5 increments. Unbounded response for future annual earnings, varying response increments.
Work History	Job History–28 items. Status of respondent's occupational plans. What could interfere with respondent's plans? How did respondent become interested in occupation?
Occupational Mobility	
OCCUPATIONAL VARIABLES	
Demographic Variables	
Size	
Occupations Represented	
How Selected	
Occupational Classification	
Job Coding	Duncan's Scale Ranking. Census Bureau Code.
Job Clustering	
Other	
Organizational Characteristics	
Physical Working Environment	Hours worked per week; pay per hour.
Organizational Climate	
Union Affiliations	
Other	

SECTION TWO

DESCRIPTION OF CLASSIFICATION SCHEMES

DESCRIPTION OF CLASSIFICATION SCHEMES

Definition

For the purpose of the catalog, a classification scheme was considered to be a theoretical construct that results from systematically arranging content into groups or categories according to selected criteria. Classification schemes are intended to increase ability to interpret, predict, or control some facet of performance by demonstrating relationships between that which is classified and selected variables of particular interest.

A classification scheme was viewed as an information processing mechanism having three key components: information inputs, a procedure or process for sorting and grouping, and subsequent information outputs or products. The abstract format was designed to illustrate for each of the three components the particular features of each classification scheme.

Selection Rationale

Each classification scheme in the catalog was included because of its potential for analysis and understanding of occupational mobility. The classification schemes were selected from a wide variety of schemes that describe characteristics of occupations and workers in a standardized and quantifiable manner. Specifically, the criteria for selection of classification schemes were that they should deal with sufficiently large sets or categories of data to provide insight into occupational mobility; they should organize data on job or worker variables; and they should be sufficiently supported by research to estimate their reliability.

Sources/Types

The search for classification schemes focused on those widely used for describing and classifying jobs in various enterprises. The primary source for identifying relevant schemes was a review of literature on occupational structures, characteristics of jobs, and career development theory.

Classification schemes generally grow out of the attempts of researchers and organizations to explain and/or measure the relationships among various factors and subsequent labor market and career development outcomes and structures [e.g., *Dictionary of Occupational Titles* (DOT) worker traits, Position Analysis Questionnaire (PAQ), Strong Vocational Interest Blank (SVIB), and General Aptitude Test Battery (GATB)]. Collectively, they characterize the skills, experiences, characteristics, and human requirements of occupations. The classification schemes the staff thought to be useful for examining patterns of occupational mobility are the schemes that group occupations by the following job and worker variables:

Job Variables

General vocational capabilities
Data, People, Things, functional analysis
Academic subject matter
Technical concepts
USOE subject codes
Performance contexts
Industry types
General field of work
Physical surroundings

Worker Variables

Personal characteristics
Worker trait requirements
Interests
Work behavior
Employee requirements
Work values
Psychological processes
Complexity of worker functions

The next section presents an explanation of the reporting format for classification schemes.

CLASSIFICATION SCHEME

REPORTING FORMAT

CLASSIFICATION SCHEME REPORTING FORMAT WITH EXPLANATIONS

CLASSIFICATION SCHEME	Indicates the title/name of the classification scheme. Includes subtitles and common acronyms.
Originator	Indicates the name(s) of the person(s) who exercised primary responsibility for the development of the scheme.
Date of Origin	Indicates the earliest date of existence of the scheme or the date when initial research results were reported.
Objectives	Summarizes the major objectives/purpose for which the scheme was developed and/or is currently being utilized.
Reference	Lists the major reference that provides background information, related research, and procedural explanations for the scheme.
DESIGN INFORMATION	Provides information on the critical variables, procedures, and materials needed to utilize the classification scheme as it currently exists.
Classification Principle	Summarizes the basic principles, assumptions, hypotheses, on which the classification scheme is based. Indicates the categories or dimensions of the scheme.
Methodology	Summarizes the basic methods, procedures, processes, and/or measures that are followed in applying the scheme.
Instrumentation	Indicates the specific names of the instruments used to collect/process information on the classification scheme variables.
Tests	Identifies published tests by title, consistent with Buros (1972). Measures constructed specifically for the abstracted scheme are identified as listed in available references.
Questionnaires	Identified in the same manner as tests.
Handbook	Identifies available handbooks required to use the scheme/instruments or ones which explain the scheme.

Availability/Source	Indicates the availability and source of instruments and handbooks listed above.
Costs	Indicates the current costs of instruments and handbooks listed above.
CLASSIFICATION VARIABLES	Indicates the critical variables for which data must be obtained or may be available to utilize the classification scheme.
OUTCOMES/PRODUCTS	Indicates the measures, results, findings, or types of products which result from the use of the classification methodology and scheme.

CLASSIFICATION SCHEME INDEX

CLASSIFICATION SCHEME INDEX

Alphabetical Listing by Originator(s) of Scheme

Abstract No.		Page
1	Duncan, Otis Dudley, A Socioeconomic Index for All Occupations (The Duncan Scale)	280
	Reference — Reiss, A. J., Jr., Duncan, O. D., Hatt, D. K., & North, C. C. *Occupations and social status.* New York: Free Press, 1961.	
2	Fine, Sidney A. Worker Function Scales (Data, People, Things)	282
	Reference — Fine, S. A., & Wiley, W. W. *An introduction to functional job analysis: A scaling of selected tasks from the social welfare field.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research, 1971.	
3	Holland, John L. Typology of Persons and Environments	286
	Reference — Gottfredson, G. D. Career stability and redirection in adulthood. *Journal of Applied Psychology*, in press. Gottfredson, G. D. *Using a psychological classification of occupations to describe work, careers, and cultural change.* Unpublished doctoral dissertation, Johns Hopkins University, 1976. Gottfredson, G. D., & Daiger, D. C. Using a classification of occupation to describe age, sex, and time differences in employment patterns. *Journal of Vocational Behavior,* in press. Holland, J. L. *Making vocational choices: A theory of careers.* Englewood Cliffs, NJ: Prentice-Hall, 1973. Holland, J. L., & Gottfredson, G. D. *Using a typology of persons and environments to explain careers: Some extensions and clarifications* (Report No. 204). Baltimore, MD: Johns Hopkins University, October 1975. (ERIC Document Reproduction Service No. 117 474) (and in the *Counseling Psychologist,* 1976, *6,* 20-39)	

Abstract No. Page

4 International Labor Office, International Standard Classification of Occupations (ISCO) 290

Reference – International Labor Office. *International standard classification of occupations.* Geneva, Switzerland: Author, 1968.

5 Lofquist, Lloyd H., & Dawis, René V. Theory of Work Adjustment: Occupational Reinforcer Pattern 292

Reference – Lofquist, L. H., & Dawis, R. V. *Adjustment to work, a psychological view of man's problems in a work oriented society.* New York: Appleton Century Crofts, 1969.

6 McCormick, Ernest J., Mecham, Robert C., & Jeanneret, P. R. Position Analysis Questionnaire (PAQ) Form B 296

Reference – McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. A study of job characteristics and job dimensions as based on the Position Analysis Questionnaire (PAQ). *Journal of Applied Psychology Monograph,* 1972, *56*, 347-368.

McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. *The development and background of the Position Analysis Questionnaire.* West Lafayette, IN: Purdue University, Occupational Research Center, 1969. (Prepared for Office of Naval Research under Contract Nour-1100 [28], Report No. 5)

7 McKinlay, Donald Bruce. A Functional Classification of Occupations 300

Reference – McKinlay, D. B. *A functional classification of occupations* (Doctoral dissertation, University of Oregon, 1971).

Abstract No.		Page
8	Prediger, Dale J. American College Testing Occupational Classification System (ACT-OCS) Reference – Hanson, G. R. *Assessing the interests of college youth: Summary of research and applications.* (ACT Research Report No. 67) Iowa City, Iowa: The American College Testing Program, 1974. American College Testing Program. *Career Planning Program, Grades 8-11,* Handbook. Boston: Houghton Mifflin, 1974. American College Testing Program. *Handbook for the ACT Career Planning Program.* (1977 ed.) Iowa City, Iowa: Author, 1976. American College Testing Program. *Handbook for the Assessment of Career Development.* Boston: Houghton Mifflin, 1974.	304
9	Boese, R. R., & Cunningham, J. W. Systematically Derived Dimensions of Human Work Reference – Boese, R. R., & Cunningham, J. W. *Systematically derived dimensions of human work* (Ergometric Res. and Dev. Series Rep. No. 14). Raleigh: North Carolina State University, Center for Occupational Education, 1975.	308
10	Roe, Anne. Personality Theory of Career Choice Reference – Roe, A. *The psychology of occupations.* New York: John Wiley & Sons, Inc., 1956.	310
11	Strong, Edward K., Jr. Strong Vocational Interest Blank (SVIB) Reference – Campbell, D. P. *Handbook for the Strong Vocational Interest Blank.* Stanford, CA: Stanford University Press, 1971.	312
12	Super, Donald E. A Three-Dimensional Classification of Occupations (Super) Reference – Super, D. E. *The psychology of careers.* New York: Harper & Row Publishers, 1957.	314

Abstract No.		Page
13	Taylor, J. E., Montague, E. K., & Michaels, E. R. An Occupational Clustering System for the Comprehensive Career Education Model Reference – Taylor, J. E., Montague, E. K., & Michaels, E. R. *An occupational clustering system and curriculum implications for the comprehensive career education model* (Tech. Rep. 72-1). Alexandria, VA: Human Resources Research Organization, January 1972.	316
14	U.S. Bureau of the Census. Census Industrial Classification Reference – U.S. Bureau of the Census. *Classified index of industries and occupations* (1970 Census of Population). Washington, DC: U.S. Government Printing Office, 1970.	318
15	U.S. Bureau of the Census. Census Occupational Classification. Reference – U.S. Bureau of the Census. *Classified index of industries and occupations* (1970 Census of Population). Washington, DC: U.S. Government Printing Office, 1970.	320
16	U.S. Department of Labor. Basic Occupational Literacy Test (BOLT) Reference – U.S. Department of Labor. *Manual for the USES Basic Occupational Literacy Test* (Sections 1 and 2). Washington, DC: U.S. Government Printing Office, 1972, 1974.	322
17	U.S. Department of Labor. Dictionary of Occupational Titles, Volume II, Third Edition, "Occupational Classification and Codes" (Occupational Group Arrangement) Reference – U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed., Vol. II, Occupational classification). Washington, DC: U.S. Government Printing Office, 1965.	324
18	U.S. Department of Labor. Dictionary of Occupational Titles, Volume II, Third Edition, "Occupational Classification and Industry Index," Appendix A (Data, People, Things Hierarchies)	328
19	U.S. Department of Labor. Dictionary of Occupational Titles, Volume II, Third Edition, "Occupational Classification and Codes" (Worker Trait Arrangement) Reference – U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed., Vol. I & II). Washington, DC: U.S. Government Printing Office, 1965.	330

Abstract No.		Page
20	U.S. Department of Labor. Dictionary of Occupational Titles, Volume II, Third Edition (Worker Trait Component) Reference – U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed., Vol. II, Appendix B). Washington, DC: U.S. Government Printing Office, 1965.	332
21	U.S. Department of Labor. General Aptitude Test Battery (GATB) as coordinated with DOT Occupational Aptitude Patterns. Reference – U.S. Department of Labor. *General Aptitude Test Battery: Section III, development.* Washington, DC: U.S. Government Printing Office, 1970.	340
22	U.S. Executive Office of the President. Standard Industrial Classification of Establishments, 1972 (SIC) Reference – U.S. Executive Office of the President. *Standard industrial classification manual.* Washington, DC: U.S. Government Printing Office, 1972.	344
23	U.S. Executive Office of the President. Standard Occupational Classification (SOC) Draft Version - 1976. Reference – U.S. Executive Office of the President. *Standard occupational classification manual.* Draft, 1976.	346
24	U.S. Office of Education. Office of Education Classification Systems. Reference – U.S. Department of Health, Education, and Welfare, & U.S. Department of Labor. *Vocational education and occupations.* Washington, DC: U.S. Government Printing Office, 1969.	350

ABSTRACTS

OF CLASSIFICATION SCHEMES

ABSTRACT 1

CLASSIFICATION SCHEME	A Socioeconomic Index for All Occupations (The Duncan Scale)
Originator	Otis Dudley Duncan
Date of Origin	1961
Objectives	The Index was constructed to meet the expressed need of workers in vital statistics for some measure of socioeconomic status that could be derived from information on the birth or death certificate.
Reference	Reiss, A. J., Jr., Duncan, O. D., Hatt, D. K., & North, C. C. *Occupations and social status.* New York: Free Press, 1961.

DESIGN INFORMATION

Classification Principle

The Index uses Census groups and subgroups as the classification base for occupational titles. The occupational titles are assigned a "prestige" score. The criterion used in deriving weights was the National Opinion Research Center (NORC) prestige rating of 90 occupations. The scores were based on education and income for males only, which were highly correlated with NORC ratings. The scale is shown below in condensed form, showing the Socioeconomic Index for Major Occupation Groups:

Major Occupation Groups	*Index*
All occupations	30
Professional, technical, and kindred workers	75
Farmers, and farm managers	14
Managers, officials, and proprietors except for farm	57
Clerical and kindred workers	45
Sales workers	49
Craftsmen, foremen, and kindred workers	31
Operatives and kindred workers	18
Private-household workers	8
Service workers, except private household	
Farm laborers and foremen	9
Laborers, except farm and mine	7
Occupations not reported	19

Methodology	The assigned scores were based on educational attainment and income for males. Adjustments for age were made by weighting the age distribution of each occupation using the age-specific education and income patterns, respectively as weights.
INSTRUMENTATION	
Tests	
Questionnaires	
Handbook	Not Applicable
Availability/Source	
Costs	
CLASSIFICATION VARIABLES	Education and Income, adjusted for age.
OUTCOMES/PRODUCTS	Provides an index of socioeconomic measure for occupations according to the Census classification categories.

ABSTRACT 2

CLASSIFICATION SCHEME	Functional Job Analysis (FJA) (Also known as Things, Data, People scheme)
Originator	Sidney A. Fine Sidney A. Fine Associates, Inc. 1870 Wyoming Ave., N.W. Washington, D.C. 20009
Date of Origin	1951
Objectives	To comprehend and define a worker's involvement in a work situation using standardized reference points so that all workers can be compared across all jobs on an objective, measurable basis.
References	Fine, S. A., & Wiley, W. W. *An introduction to functional job analysis: A scaling of selected tasks from the social welfare field,* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research, 1971. Fine, S. A., Holt, A. M., & Hutchinson, M. F. *How to standardize task statements.* Kalamazoo, MI: W. E. Upjohn Institute for Employment Research, 1974. References to original work: U.S. Department of Labor. *Dictionary of Occupational Titles (3rd Ed.)* Washington, DC: U.S. Government Printing Office, 1965.
DESIGN INFORMATION	
Classification Principle	All job-worker situations involve, to some degree, a relationship on the part of the worker to Data, People, and Things. These relationships are expressed by 28 worker functions arranged in hierarchies according to the *level of complexity* of each function; the lower the code number, the lower the level; those with letters are on the same level. (See chart on following page.)

A combination of the highest functions which the worker performs in relation to Data, People, and Things expresses the total functional involvement and level of complexity of a job-worker situation.

DATA

6 Synthesizing
5B Coordinating
5A Innovating
4 Analyzing
3B Compiling
3A Computing
2 Copying
1 Comparing

PEOPLE

7 Mentoring
6 Negotiating
5 Supervising
4C Treating
4B Instructing
4A Consulting
3C Diverting
3B Persuading
3A Coaching
2 Exchanging Information
1B Serving
1A Taking Instructions

THINGS

3B Setting Up
3A Precision Working
2B Operating-Controlling
2C Driving-Operating
2A Manipulating
1C Tending
1B Feeding-Offbearing
1A Handling

Applications

Task Banks have been developed for managerial, engineering, social service, police, corrections, courts, electronic assembly, operating engineers, merchant marine, health, personal service, clerical, banking and other occupations.

Classification Methodology

Functional job analysis involves a systematic study of workers in terms of worker functions (what the worker does in relation to Data, People, and Things). It assumes that an observer or analyst cannot "see" all that goes on in a job and must therefore develop information through reading, interviewing, and observing and that this information must be referenced to a controlled language of universal applicability, namely, worker functions.

The fundamental unit of analysis is the task. Each task analysis includes ratings for functional levels, for relative orientation to Data, People and Things, for level of prescription/discretion, and for reasoning, math, and language. In addition the analysis includes numerical and descriptive performance standards and functional and specific content training. The format involves an operational paradigm, "To do this task (the task statement) to these standards, the worker needs this training."

The first step in the job analysis involves an examination of the literature on the technologies of the jobs and the characteristics of the industry. This enables the job analyst to interview management supervisors and workers in a language that is familiar to all. In addition to interviews, the analyst also observes workers performing their jobs. When observation interview techniques are not appropriate, analysts consider existing job descriptions, hiring requirements, data from work association and the like.

INSTRUMENTATION

Questionnaire	Task Analysis Format, FJA Self Report, Task Bank.
Handbook	
Availability/Source	4½ day Training Course "A Systems Approach to Task Analysis and Job Design." Plus samples of instrumentation and procedures. *Please note:* The approach used is to train subject matter specialists in job analysis technique.
Cost	$2.00 – Introduction to FJA $ .75 – How to Standardize, etc.

CLASSIFICATION VARIABLES	Functional level and orientation to Data, People, and Things, Prescription/Discretion, Reasoning, Math, Language.
OUTCOMES/PRODUCTS	TASK BANKS that provide resource material for performance based tests, job design, and career paths.

ABSTRACT 3

CLASSIFICATION SCHEME	Typology of Persons and Environments
Originator	John L. Holland Department of Social Relations Johns Hopkins University Baltimore, MD 21218 (301) 338-7635
Date of Origin	1953
Objectives	To explain vocational behavior and suggest some practical ideas to help young, middle-aged, and older persons select jobs, change jobs, and attain vocational satisfaction; and to explain personal competence, educational behavior, and social behavior; and to organize personal and vocational data.
References	Gottfredson, G. D. Career stability and redirection in adulthood. *Journal of Applied Psychology*, in press. Gottfredson, G. D. *Using a psychological classification of occupations to describe work, careers, and cultural change.* Unpublished doctoral dissertation, Johns Hopkins University, 1976. Gottfredson, G. D., & Daiger, D. C. Using a classification of occupations to describe age, sex, and time differences in employment patterns. *Journal of Vocational Behavior*, in press. Holland, J. L. *Making vocational choices: A theory of careers.* Englewood Cliffs, NJ: Prentice-Hall, 1973.

Holland, J. L., & Gottfredson, G. D. *Using a typology of persons and environments to explain careers: Some extensions and clarifications* (Report No. 204). Baltimore, MD: Johns Hopkins University, October 1975. (ERIC Document Reproduction Service No. 117 474) (and in the *Counseling Psychologist*, 1976, *6*, 20-39)

DESIGN INFORMATION

Classification Principle

Persons are categorized as 1 of 6 personality types: Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), or Conventional (C). Work environments are categorized by the same 6 personality types. In addition, persons and environments can be classified as subtypes such as RIA, RIS, RIE, etc.

Methodology

A person's profile of characteristics is measured by one of several methods: scores on selected scales from interest and personality inventories, choice of vocational or field of training, work history or history of preemployment aspiration, or a combination of these data. The Vocational Preference Inventory and the Self Directed Search provide estimates of the types *(Realistic, Investigative, Artistic, Social, Enterprising, Conventional);* a person is required to take an inventory, score it, and make a profile which can be interpreted by applying the description of the person to the 6 types.

Any environment can be classified by the proportional distribution of personality classifications of the people in that environment. The percentage of each type represented in 3 environment creates a profile in descending order. The most dominant type gives the environment its primary characteristic.

Because the personality types and the work environment share a common set of constructs, it is possible to classify people and environment in the same terms and predict the outcomes of pairing people and environments.

INSTRUMENTATION

Questionnaire

The Vocational Preference Inventory (VPI), 7th Revision, 1975, by J. L. Holland;

The Occupations Finder, 2nd Revision, 1970, by J. L. Holland; and

The Self-Directed Search (SDS), 1970, by J. L. Holland.

Handbook

Holland, J. L. *Manual for the Vocational Preference Inventory.* Palo Alto, CA: Consulting Psychologists Press, 1975.

Holland, J. L. *Professional manual for the Self-Directed Search.* Palo Alto, CA: Consulting Psychologists Press, 1972.

Availability/Source

Commercially available from:

Consulting Psychologists Press
Palo Alto, CA
(415) 326-4448

Cost

$5.00 VPI (Specimen Set)

$2.00 SDS (Specimen Set)

CLASSIFICATION VARIABLES

Interest and Preference	6 VPI scores 6 SDS scores
Occupation	Occupational title or work history
Organizational Climate	Job titles
OUTCOME/PRODUCTS	Individuals classified into 1 of 6 environments by personality types. Occupations are clustered into the 6 environments and are identified by job title and DOT code numbers. Both of the above are also classified into subtypes or subenvironments.

ABSTRACT 4

CLASSIFICATION SCHEME	International Standard Classification of Occupations (ISCO)
Originator	
Date of Origin	1958
Objectives	Provides a standard scheme for grouping occupations. This grouping reflects (1) the nature of jobs (job families), and (2) the ranking of occupations (level).
Reference	International Labour Office. *International standard classification of occupations.* Geneva, Switzerland: Author, 1968.
DESIGN INFORMATION	
Classification Principle	A rational grouping and ordering of occupations by title.
Methodology	Not available
INSTRUMENTATION	
Tests	Not applicable
Questionnaires	Not applicable
Handbook	International Labour Office. *International standard classification of occupations.* Geneva, Switzerland: Author, 1968.
Availability/Source	International Labour Office
Costs	Unknown
CLASSIFICATION VARIABLES	Major categories include: 1. Professional, Technical, and Related Workers 2. Administrative and Managerial Workers 3. Clerical and Related Workers 4. Sales Workers 5. Service Workers 6. Agricultural, Animal Husbandry, and Forest Workers; Fisherman, and Hunters

7. Production and Related Workers, Transport Equipment Operators, and Laborers
    - 7a. Production Supervisors and General Foremen
    - 7b. Shoemakers and Leather Goods Makers
    - 7c. Rubber and Plastics Products Makers

OUTCOMES/PRODUCTS Not available

ABSTRACT 5

CLASSIFICATION SCHEME	Theory of Work Adjustment: Occupational Reinforcer Pattern
Originator	Lloyd H. Lofquist René V. Dawis University of Minnesota Minneapolis, MN
Dates of Origin	1964, 1968, 1969
Objectives	To investigate the problems of work, work personality, work environment, theory of work adjustment, research on work adjustment, implications of the theory, applications of the theory and meeting manpower needs. Occupational Reinforcer Patterns (ORPs) were developed for 148 occupations (identified by DOT job title and codes) describing work environments in dimensions used to describe individual vocational needs.
References	Lofquist, L. H., & Dawis, R. V. *Adjustment to work, a psychological view of man's problems in a work oriented society*. New York: Appleton Century Crofts, 1969.
DESIGN INFORMATION	
Classification Principle	Occupational Reinforcer Patterns (ORPs) have been developed for 148 occupations. The 148 occupations are grouped into 12 clusters on the basis of similarity between ORPs. An individual Minnesota Importance Questionnaire (MIQ) profile is compared to the ORPs for the 148 occupations. A prediction of satisfaction can be provided.

The ORPs are developed across 20 dimensions of the Minnesota Importance Questionnaire. The dimensions are listed below.

Ability Utilization

Achievement

Activity

Advancement

Authority

Company Policies and Practices

Compensation

Co-workers

Creativity

Independence

Moral Values

Recognition

Responsibility

Security

Social Service

Social Status

Supervision-Human Relations

Supervision-Technical

Variety

Working Conditions

Current profiles available for 148 occupations.

Classification Methodology

The Minnesota Job Description Questionnaire (MJDQ) is used to measure and rank order the reinforcer characteristics of jobs. (DOT codes)

Occupational Reinforcer Patterns were developed for occupations receiving 20 or more MJDQs. ORPs for 148 occupations were based on judgments of 2,976 immediate supervisors of jobs in several hundred firms.

Individual scores on the MIQ scales are translated into an ORP (needs profile) for each individual. Comparisons of worker profiles to occupational profiles provides a basis for predictions of satisfaction in specific occupations or clusters of occupations with similar profiles.

INSTRUMENTATION

Questionnaires	Minnesota Importance Questionnaire and Minnesota Job Description Questionnaire
Handbook	Vocational Psychology Research XXIV. *Occupational Reinforcer Patterns* (First Volume). Minneapolis: University of Minnesota, Author, 1968. Vocational Psychology Research XXIX. *Occupational Reinforcer Patterns* (Second Volume). Minneapolis: University of Minnesota, Author, 1972.
Availability/Source	Vocational Psychology Research Elliott Hall Department of Psychology University of Minnesota Minneapolis, MN 55455
Cost	$2.50 per copy.

CLASSIFICATION VARIABLES

OUTCOMES/PRODUCTS

Job Coding (DOT);

Job Clustering (ORPs);

Satisfaction Predictions;

Occupational Reinforcer Patterns for 148 jobs.

Job titles and DOT codes are common to Holland. Job titles, through the use of DOT code numbers, can be transferred into Holland's classification scheme.

ABSTRACT 6

CLASSIFICATION SCHEME	Position Analysis Questionnaire (PAQ) Form B
Originator	Ernest J. McCormick Robert C. Mecham P. R. Jeanneret
Date of Origin	1969 Copyright date. Original form was developed in 1961.
Objectives	To provide a structured job analysis questionnaire which has generally wide applicability across the spectrum of jobs in the United States. The instrument measures attributes required in a job and provides a basis for clustering jobs according to common attributes.
Reference	McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. A study of job characteristics and job dimensions as based on the Position Analysis Questionnaire (PAQ). *Journal of Applied Psychology Monograph*, 1972, *56*, 347-368. McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. *The development and background of the Position Analysis Questionnaire.* West Lafayette, IN: Purdue University, Occupational Research Center, 1969. (Prepared for Office of Naval Research under Contract Nour-1100 [28], Report No. 5)

DESIGN INFORMATION

Classification Principle	The Position Analysis Questionnaire (PAQ) is a structured job analysis questionnaire consisting of 194 items. These items (also called job elements) provide a basis for characterizing jobs in terms of the following dimensions: Information Input, Mental Processes, Work Output, Relationship with other Persons, Job Context, Other Job Characteristics. The job elements in the PAQ make it possible for virtually any type of position or job to be analyzed. Data on positions or jobs can be quantified by the use of appropriate computer programs resulting in statistical derivations of job dimension scores. Job dimension scores can be used to estimate the aptitude requirements of jobs.

Restriction	The PAQ is not intended to substitute for job descriptions in characterizing technical processes or operations or organizational roles.
Methodology	Job analysts (2 or more for each job) who are familiar with the job are selected, receive a PAQ orientation and then complete the PAQ data collection process. Record forms are forwarded to the Data Processing Division and job dimensions are derived by computer processing. Job dimension scores are used to predict job evaluation points, establish test requirements, and group jobs into families.

INSTRUMENTATION

Tests	
Questionnaires	Position Analysis Questionnaire McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. West Lafayette, IN: Copyright Purdue Research Foundations, 1969.
Handbook	McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. *Technical Manual for the Position Analysis Questionnaire (PAQ).* West Lafayette, IN: PAQ Services, Inc., 1973. McCormick, E. J., Jeanneret, P. R., & Mecham, R. C. *Users Manual for the Position Analysis Questionnaire: System I.* West Lafayette, IN: PAQ Services, Inc., 1973
Availability/Source	Distributed by University Bookstore 360 State Street West Lafayette, IN 47906
Cost	$1.00 Position Analysis Questionnaire $2.00 Technical Manual $5.00 Users Manual

CLASSIFICATION VARIABLES

1. Information Input
    - 1.1 Visual Sources of Job Information
    - 1.2 Non-visual Sources of Job Information
    - 1.3 Sensory and Perceptual Processes

2. Mental Processes
    - 2.1 Decision Making, Reasoning, and Planning/Scheduling
    - 2.2 Information Processing Activities
    - 2.3 Use of Learned Information

3. Work Output
    - 3.1 Use of Devices and Equipment
        - 3.1.1 Hand-Held Tools or Instruments
        - 3.1.2 Other Hand-Held Devices
        - 3.1.3 Control Devices (on any equipment operated or used)
        - 3.1.4 Transporation and Mobile Equipment
    - 3.2 Manual Activities
    - 3.3 Activities of the Entire Body
    - 3.4 Level of Physical Exertion
    - 3.5 Body Positions/Postures
    - 3.6 Manipulation/Coordination Activities

4. Relationships with Other Persons
    - 4.1 Communications
        - 4.1.1 Oral
        - 4.1.2 Written
        - 4.1.3 Other Communications
    - 4.2 Miscellaneous Interpersonal Relationships
    - 4.3 Amount of Job-Required Personal Contact
    - 4.4 Types of Job-Required Personal Contact
    - 4.5 Supervision and Coordination
        - 4.5.1 Supervision/Direction Given
        - 4.5.2 Other Organizational Activities

5. Job Context

    5.1 Physical Working Conditions

        5.1.1 Outdoor Environment
        5.1.2 Indoor Temperatures
        5.1.3 Other Physical Working Conditions

    5.2 Physical Hazards
    5.3 Personal and Social Aspects

6. Other Job Characteristics

    6.1 Apparel Worn
    6.2 Licensing
    6.3 Work Schedules
    6.4 Job Demands
    6.5 Responsibility
    6.6 Job Structure
    6.7 Criticality of Position
    6.8 Pay/Income

OUTCOMES/PRODUCTS

Job Dimension Scores can be used as basis for estimating aptitude requirements of jobs and compensation rates; job evaluation and job classification.

ABSTRACT 7

CLASSIFICATION SCHEME

A Functional Classification of Occupations

Originator

McKinlay, D. Bruce

Date of Origin

1971

Objectives

This classifying principle is intended to produce a general purpose classification facilitating curriculum planning, career planning, industrial location and wage decisions, general policy, and research. It classifies occupations on the basis of job function; thus it focuses on the central job content—not on an overall skill level or some other associated variable.

Reference

McKinlay, D. B. *A functional classification of occupations* (Doctoral dissertation, University of Oregon, 1971).

DESIGN INFORMATION

Classification Principle

This scheme classifies occupations by their "function" or central job duty; it identifies job families on the basis of the social or economic function of the job. The design includes 4 levels of detail. An outline of a hypothetical arrangement might be as follows:

I. A Functional Group (e.g., Direct Service)
    A. An Occupational Cluster (Health Service)
        1. Detailed Occupations (Physicians)
            a. Occupational Specialities (Obstetricians)
            b. ____________________
        2. ____________________
    B. ____________________
II. Another Functional Group

Restrictions	This classification scheme has been theoretically developed. It is used extensively in career information systems, but to only a limited extent in curriculum planning, research (a study of government employment), and other uses.
Methodology	This is an analytical system in which occupations are defined on the basis of job duties. Each occupation is analyzed for its central function and grouped with others that have similar functions. In this system occupations can be broadly classified by function, more specifically classified by occupational clusters, and most specifically by detailed occupational specialties. Any one or all of these levels might be used in an application of the analytical classification system.
INSTRUMENTATION	
Tests	
Questionnaires	Any standard occupational definitions or job analysis schedules.
Handbook	The major explanation of McKinlay's system is his dissertation: McKinlay, D. B. *A functional classification of occupations* (Doctoral dissertation, University of Oregon, 1971).
Availability/Source	Dissertation copy is available from University Microfilms (72-949)
Costs	To determine the cost of the dissertation, contact University Microfilms.
CLASSIFICATION VARIABLES	This system has been subsequently applied in the development of career information and modified slightly as described in *Functional Classification System Used in the Career Information System Occupational Files: A Technical Explanation.* Eugene: University of Oregon, Oregon Career Information System, 1976.

V. Direct Service Functional Group

  A. Health Service Cluster

  B. Social Service Cluster

  C. Protective Service Cluster

  D. Art and Entertainment

OUTCOMES/PRODUCTS

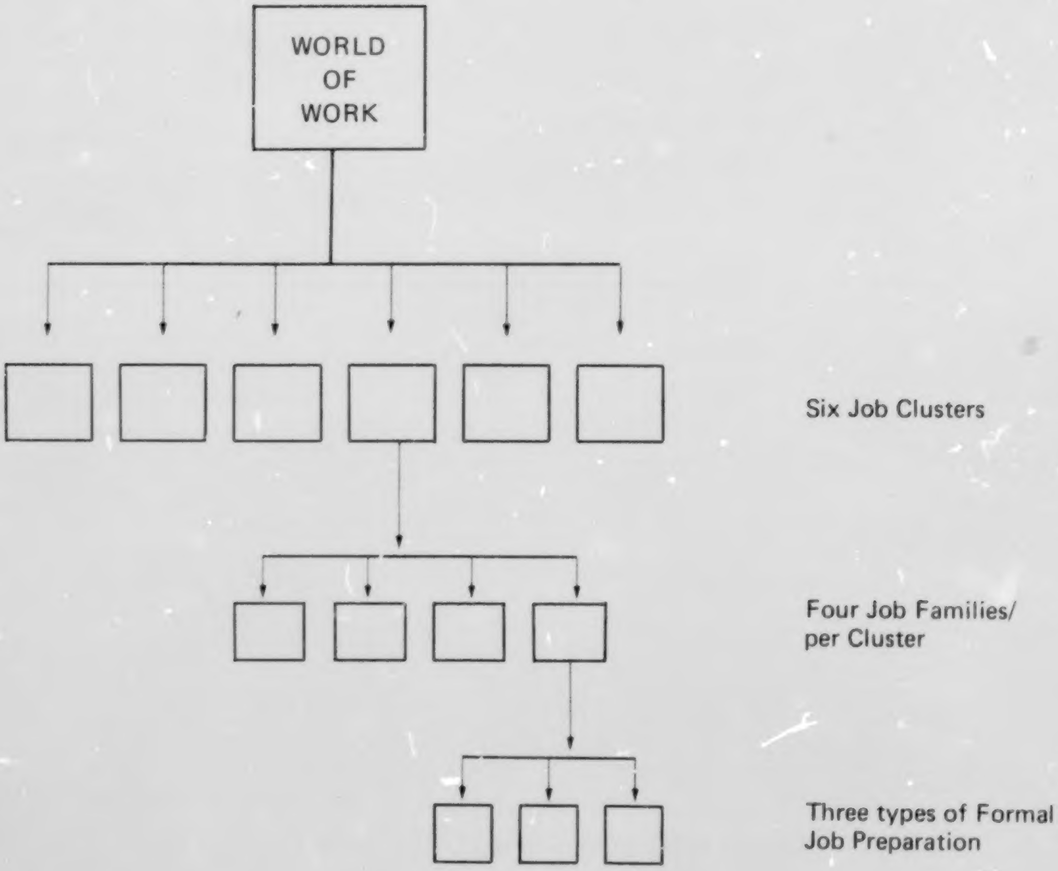
One of the operational advantages of using functions as a classifying principle is that it permits use of existing job-duty based occupational definitions. (The variables previously identified were based on the *Dictionary of Occupational Tities.*)

An outcome of this study was a standardized occupational classification system which presumably would reduce the cost of analyzing occupational data by using available data and classifying it in a way that serves a variety of purposes.

DESIGN INFORMATION

Classification Principle

All occupations listed in the DOT were used as primary units of analyses. The system provides a hierarchical classification which groups occupations according to 6 job clusters; the second level consists of 25 job families with an average of 4 per cluster, the third level subdivides each job family into 3 categories according to formal job preparation required. Finally 650 occupational titles are listed according to cluster, family and type of preparation.


WORLD OF WORK
Six Job Clusters
Four Job Families/ per Cluster
Three types of Formal Job Preparation

Classification Methodology	ACT-OCS and the Career Planning Program use a variety of both formal and informal assessment components to help a person relate Interests, Experiences, and Abilities as well as Occupational Preferences to jobs. Formal assessment components include Interest Scales, Experience Scales and 6 Ability Scales, for which there are national norms. Informal assessment components include Occupational Preferences, Certainty of Occupational Preferences, Educational Plans, Job Values, Working Conditions Preferences, and Self-Rated Abilities.

INSTRUMENTATION

Tests	ACT Interest Inventory (various editions)
Questionnaires	ACT. *Vocational Interest, Experience, and Skill Assessment: Self Scored, Career Guidebook.* Boston, Houghton Mifflin, 1976.
Handbook	ACT. *Career Planning Program, Grade 8-11, Handbook.* Boston: Houghton Mifflin, 1974. ACT. *Handbook for the ACT Career Planning Program.* (1977 ed.) Iowa City, Iowa: Author, 1976.
Availability/Source	Dale J. Prediger American College Testing Program P.O. Box 168 Iowa City, Iowa 52240
Cost	No charge for single copies
Classification Variables	Occupations are distributed across Data/Ideas and People/Things work task dimensions. Job clusters, job families within clusters and type of educational preparation required constitute the other variables of the scheme. Corresponding measures include interest abilities, experiences and self-rated skills as described under methodology.

Outcomes/Products	Assignment of specific occupations or a person (on the basis of occupational preference, interests, abilities, etc.) to job clusters and job families. Cross reference to 603 3-digit occupational code groups used in the DOT. Job families cross referenced to DOT workers trait groups, the *Occupational Outlook Handbook,* the USOE Career Clusters, 3 commercially available files of occupational descriptions and high school courses.

ABSTRACT 9

CLASSIFICATION SCHEME	Systematically Derived Dimensions of Human Work
Originator	Boese, R. R., and Cunningham, J. W.
Date of Origin	1975
Objectives	The objective of this scheme is to present a comprehensive set of work dimensions for the description and classification of jobs and occupations.
Reference	Boese, R. R., & Cunningham, J. W. *Systematically derived dimensions of human work* (Ergometric Res. and Dev. Series Rep. No. 14). Raleigh: North Carolina State University, Center for Occupational Education, 1975.
DESIGN INFORMATION	
Classification	The set of work dimensions (or factors) in the Occupational Analysis Inventory (OAI) was derived through factor analyses of the ratings of a large, representative sample of jobs. The 622 work elements were grouped under 5 major categories: information received, mental activities, work behavior, work goals, and work context.
Methodology	This theoretical classification scheme has apparently not been put into practical use. The study simply identified factors which define job commonalities.
INSTRUMENTATION	
Tests	
Questionnaire	
Handbook	
Availability/Source	The Center for Occupational Education, North Carolina State University, Raleigh, NC.
Costs	In *JSAS Catalog of Selected Documents in Psychology,* 1976, *6*, 57-58 (Ms. 1270).

Classification Variables

A total of 132 work dimensions were derived within 8 separate categories.

Information Received (20 dimensions)
Mental Activities (10 dimensions)
Physical Work Behavior (30 dimensions)
General Physical Requirements (9 dimensions)
Representational Work Behavior (12 dimensions)
Interpersonal Work Behavior (11 dimensions)
Work Goals (26 dimensions)
Work Context (14 dimensions)

In addition, an overall factor analysis produced 28 general (higher-order) work dimensions. Interest scales have been developed for 25 of those dimensions.

Outcomes/Products

These dimensions have been used for occupational clustering (subsequent study: Pass, J. J. & Cunningham, J. W. *A systematic procedure for estimating the human attribute requirements of occupations* [Ergometric Research and Development Series Report No. 11] Raleigh: North Carolina State University, Center for Occupational Education, 1975; 1400 occupations were clustered based on similarities in their OAI factor-score profiles). They might also serve as a basis for the development of modular curricula. Other areas in which work dimensions might find application include:

1. curriculum evaluation
2. vocational guidance and placement
3. test development
4. educational planning and administration
5. job design
6. research related to career education

ABSTRACT 10

CLASSIFICATION SCHEME	Personality Theory of Career Choice
Originator	Anne Roe
Date of Origin	1951
Objectives	The scheme was designed to provide a classification system for occupations. A simple classification was developed which classifies jobs on the basis of 2 occupational dimensions.
Reference	Roe, A. *The psychology of occupations.* New York: John Wiley & Sons, Inc., 1956.

DESIGN INFORMATION

Classification Principle	In this scheme, each occupation is classified into each of 2 categories: Groups and Levels. The Group subdivision (8) indicates the primary focus of activity in the occupation; classification into Levels (6) depends upon the degree of skill and training required. The scheme is arranged so that contiguous cells are related.

	GROUP							
LEVEL	I	II	III	IV	V	VI	VII	VIII
1								
2								
3								
4								
5								
6								

Methodology

Roe's classification scheme was developed after thorough study of all types of interest measurements, other classifications, and general studies in the field of occupations. The investigations involved detailed interviews, tests of verbal-spatial-mathematical abilities, as well as the Thematic Apperception Test and the Rorschach Inkblot Test. On the basis of much data, groups were differentiated in accord with personality pictures (which were in turn derived on the basis of interests). The primary basis for categorizing into levels was the degree of autonomy and responsibility required in the job.

INSTRUMENTATION

Tests

Questionnaire

Handbook

Availability/Source

Cost

CLASSIFICATION VARIABLES

Groups (Type of Activity)

I. Service
II. Business Contact
III. Organizations
IV. Technology
V. Outdoor
VI. Science
VII. General Cultural
VIII. Arts and Entertainment

Levels (of Autonomy)

1. Professional and Managerial (1)
2. Professional and Managerial (2)
3. Semi-Professional and Small Business
4. Skilled
5. Semi-Skilled
6. Unskilled

OUTCOMES/PRODUCTS

Each of the groups has been correlated with a comparable DOT code. The Levels have been associated partially with the DOT, and also with Minnesota Occupational Rating Scales. A two dimensional scale representing almost all U.S. occupations is available for classifying jobs by Group and Level.

ABSTRACT 11

CLASSIFICATION SCHEME	Strong Vocational Interest Blank (SVIB) Strong-Campbell Interest Inventory (SCII)
Originator	Strong, Edward K., Jr.
Date of Origin	1927 (Men's Form) 1966 1933 (Women's Form) 1969 1974 (Combined Form) 1974
Objectives	The SVIB provides an index of the similarity between a person's interests and those of successful men (or women) in a wide range of occupations.
Reference	Campbell, D. P. *Handbook for the Strong Vocational Interest Blank.* Stanford, CA: Stanford University Press, 1971.
DESIGN INFORMATION	
Classification Principle	The individual's responses to about 400 test items are statistically weighted in such a manner that the individual identifies his/her reaction to occupations, school subjects, recreational activities, hobbies, pecularities of people, and offices in clubs. The individual also rates his/her own abilities and personality characteristics.
Methodology	The individuals rated responses are combined through use of the Strong Blank to provide scores to (1) the occupational scales, (2) the non-occupational scales, and (3) administrative indices. These SVIB scores, used in conjunction with other types of scores, provide information which is often-needed in a counseling session.
INSTRUMENTATION	
Tests	Men's Booklet (Form T399, T399R, T399N) Women's Booklet (Form TW398, TW398B, TW398N) Combined Booklet (Form 325)
Questionnaires	Profile Forms: Men's (Form T399) Women's (Form TW398) Answer Sheets

Handbook	Campbell, D. P. *Handbook for the Strong Vocational Interest Blank.* Stanford, CA: Stanford University Press, 1971.
Availability/Source	Handbook and Test Booklets are available from Stanford University Press, Stanford, CA. Profile Forms available from printing agents. Answer Sheets available from printing agents.
Cost	Roughly $2.00 per administration
CLASSIFICATION VARIABLES	Men's Occupational Scales—54 scales. Men's Non-Occupational Scales—5 scales. Women's Occupational Scales—58 scales. Women's Non-Occupational Scales—5 scales. Men's Basic Interest Scales—22 scales. Women's Basic Interest Scales—22 scales. Administrative Indices—6 items. Combined Scale Profile—124 scales.
OUTCOMES/PRODUCTS	The products of the SVIB are interest scores and profile sheets which are used in a counseling situation. These scores should be used in addition to many other scores and histories that can be obtained. They should probably not be used alone. In addition, 6 SVIB scoring scales have been developed to correspond to 6 Holland occupational types. This relationship is used to summarize the entire profile as measured by SVIB.

ABSTRACT 12

CLASSIFICATION SCHEME	A Three-Dimensional Classification of Occupations (Super)
Originator	Super, Donald E.
Date of Origin	1957
Objectives	To logically present occupations in such a way that relationships among occupations are shown on 3 dimensions: (1) Level, (2) Field, and (3) Enterprise.
Reference	Super, Donald E. *The psychology of careers,* New York, NY: Harper & Row Publishers, 1957.

DESIGN INFORMATION

Classification Principle	The scheme is presented as a 3-dimensional figure:

FIELD

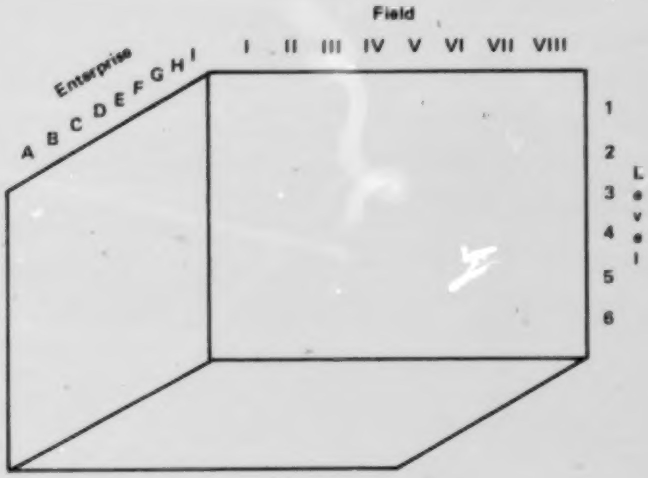
- I Outdoor Physical
- II Social-Personal
- III Business-Contact
- IV Administration-Control
- V Math-Physical Sciences
- VI Biological Sciences
- VII Humanistic
- VIII Arts

LEVEL

- 1 Professional & Managerial, Higher
- 2 Professional & Managerial, Regular
- 3 Semi-Professional Managerial
- 4 Skilled
- 5 Semi-Skilled
- 6 Unskilled

ENTERPRISE

- A Agriculture-Forestry
- B Mining
- C Construction
- D Manufacturing
- E Trade
- F Finance
- G Transportation
- H Services
- I Government



Methodology

In theory, almost any occupation can be identified (located) in one of the many theoretical cubes in this schematic. Each occupation is identified according to its relationship to each of the 3 descriptors. Bisecting perpendicular lines drawn from the appropriate descriptor points on each side of the scheme will meet at the point in the cube which contains that occupation and its many related occupations.

OUTCOMES/PRODUCTS

The Enterprise dimension is taken from the Standard Industrial Classification. The Level dimension scale correlates with Roe's original field dimension. The Field dimension resembles the interest field in the work of Strong, Roe, Moser, Dubin, and Shelsley, and others.

This and other classification systems provide a way of organizing the complex universe of occupations by Level, Field, and Enterprise. The scheme is intended to assist counselors in understanding and explaining the relationships between occupations.

ABSTRACT 13

CLASSIFICATION SCHEME	An Occupational Clustering System for the Comprehensive Career Education Model
Originator	Taylor, J. E.; Montague, E. K.; and Michaels, E. R.
Date of Origin	1972
Objectives	This clustering system was designed to meet 3 general criteria: (1) It was to encompass most existing jobs; (2) It was to be translatable into the design of an entire K-12 curriculum; and (3) It was to show clear and specific advantages over other clustering systems.
Reference	Taylor, J. E., Montague, E. K., & Michaels, E. R. *An occupational clustering system and curriculum implications for the comprehensive career education model* (Tech. Rep. 72-1). Alexandria, VA: Human Resources Research Organization, January 1972.
DESIGN INFORMATION	
Classification Principle	The clustering system is a progressively developing one that incorporates (a) the main institutional job areas, (b) the career levels dimension, (c) the DOT functional occupational categories, and (d) the Awareness Entry time dimension.
Methodology	The system calls for rather simple combinations of factors (a) and (b) at the Awareness level, a more detailed combination of the same 2 factors at the Orientation level, a detailed breakout of these 2 and a blending in of the third factor (c) at the Exploration level, and a shift of emphasis loading heavily on the third factor at the Selection level.
INSTRUMENTATION	
Tests	
Questionnaires	
Handbook	
Availability/Source	
Costs	

CLASSIFICATION VARIABLES

Institutional Areas: 12
Career Levels: 7
DOT Occupational Categories: 9
Time Periods: 5

OUTCOMES/PRODUCTS

This theoretical structure is intended to allow curriculum to be flexible and adjustable so that all students can find employment—with or without college. Students are encouraged to acquire the broadest and most flexible occupational base, but early training specialization is available.

The curriculum would eliminate the academic-vocational dichotomy.

It provides for criterion-related evaluation.

It utilizes the DOT in defining its occupational categories.

ABSTRACT 14

CLASSIFICATION SCHEME	Census Industrial Classification
Originator	U.S. Bureau of the Census
Date of Origin	Current Scheme, 1970
Objectives	To organize and make understandable industrial information gathered by the Census surveys through the use of a system of homogeneous groupings or classifications. Homogeneous titles are grouped together to form various categories which comprise the system. Each of the categories is assigned a 3-digit code. The Industrial Classification System consists of 215 categories arranged into 14 major groups.
Reference	U.S. Bureau of the Census. *Classified index of industries and occupations* (1970 Census of Population). Washington, DC: U.S. Government Printing Office, 1970.

DESIGN INFORMATION

Classification Principle

The Census Industry Classification System presents approximately 19,000 industry titles. The system consists of 215 categories arranged into 14 major groups. The industry codes, which are distinct from those used for occupations, end with digits 7, 8, and 9 or one of the letters A through M. The system was developed within the framework of the *Standard Industrial Classification Manual.* The categories of the scheme are illustrated below.

1. Agriculture, Forestry, and Fisheries
2. Mining
3. Construction
4. Manufacturing
5. Transportation, Communications, and Other Public Utilities
6. Wholesale and Retail Trade
7. Finance, Insurance, and Real Estate
8. Business and Repair Services
9. Personal Services
10. Entertainment and Recreation Services
11. Professional and Related Services
12. Public Administration

Methodology	The index lists industry titles which have been reported in earlier Censuses and Surveys and covers the bulk of industry titles in the economy. These titles represent a comprehensive listing developed historically and maintained continuously by review of Census and Survey schedules. Specific questions are asked on the Census schedule concerning the industry in which a respondent is currently employed. The responses are interpreted and allocated to various categories within the system.
INSTRUMENTATION	
Tests	
Questionnaires	1970 Census of Population Schedule
Handbook	
Availiability/Source	
Costs	
CLASSIFICATION VARIABLES	The name of employer is a basic tool in coding industry, since coders refer to lists of establishments showing their industrial classification from the Quinquennial Economic Census.
OUTCOMES/PRODUCTS	Provides a classification of industries into 215 unique groups which are organized into 14 major groups.

ABSTRACT 15

CLASSIFICATION SCHEME	Census Occupational Classification
Originator	U.S. Bureau of the Census
Date of Origin	1970 Census of Population 1960 Census of Population
Objectives	Provides a homogeneous grouping of 23,000 occupational titles into 417 separate categories organized into 12 major groups. Categories and groups are coded with a 3-digit number ending 0 through 6. Titles are listed in alphabetical order under the major group heading. The arrangement of the major groups reflect 4 broad occupational areas. (See Design Information.)
Reference	U.S. Bureau of the Census. *Classified index of industries and occupations* (1970 Census of Population). Washington, DC: U.S. Government Printing Office, 1970.

DESIGN INFORMATION

Classification Principle	There are 12 major occupational groups incorporating 417 separate categories with numeric codes ending in 0-6 and letter codes N through Z. Some occupational titles are unique and are classified without additional information. Other titles are classified according to title, industry classification, and/or class of worker. The Major Occupational Groups and Occupational Areas Titles are shown below:

100	Professional, technical, and kindred workers	White collar workers
200	Managers and administrators, except farm	
260	Sales workers	
300	Clerical and kindred workers	
400/500	Craftsmen and kindred workers	Blue collar workers
600	Operatives, except transport	
700	Transport equipment operatives	
740	Laborers, except farm	
800	Farmers and farm managers	Farm workers
	Farm laborers and farm foremen	
900	Service workers, except private household	Service
980	Private household workers	

Methodology	In 1970, respondents were asked to describe what kind of work they do and to specify their most important activities or duties on the job. Information supplied by respondents is assigned an occupational code by clerks.
INSTRUMENTATION	
Tests	
Questionnaires	Census Schedule
Handbook	
Availability/Source	Classified Index of Occupations 1970 Census of Population U.S. Government Printing Office Washington, DC
Cost	
CLASSIFICATION VARIABLES	Type of work performed. Most important activity or duty. Job title. Type of employment.
OUTCOMES/PRODUCTS	Organized listing of 23,000 job titles within 12 major occupational groups, 417 categories, industry, and class of worker. Provides code numbers for job titles by category.

ABSTRACT 16

CLASSIFICATION SCHEME

Basic Occupational Literacy Test (BOLT)

Originator

U.S. Department of Labor
U.S. Employment Service
Manpower Administration
Washington, DC 20213

Date of Origin

1972

Objectives

This test measures achievement in basic reading and arithmetic skills for educationally disadvantaged adults. Used in conjunction with Volume II of the *Dictionary of Occupational Titles,* specifically with the qualifications profiles for each occupational title, counselees can determine if they probably have the mathematical and reading skills required in a particular occupation.

References

U.S. Department of Labor. *Manual for the USES Basic Occupational Literacy Test* (Sections 1 and 2). Washington, DC: U.S. Government Printing Office, 1972, 1974.

DESIGN INFORMATION

Classification Principle

The scores derived in this test reflect the counselees' level of development in reading and mathematical skills (two scores). These scores (offering a range of discrete responses from 1 to 6) should reflect the levels of development identified in Volume II of the DOT (see p. 652). Item content is directed to and hopefully suitable for disadvantaged adults.

Methodology

Counselees first take a pre-test, Wide Range Scale, to determine whether they should take the BOLT or another test such as the GATB. If indicated, the counselee completes the BOLT and his/her scores are then determined. Then General Educational Development ratings of occupations in the DOT are used for interpretation of BOLT scores.* (These are interim norms which will be replaced by other norms that are being derived empirically in continuing research.)

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*BOLT scores are equated to GED levels. See p. 12 of the Section 2 booklet, Development.

INSTRUMENTATION

Tests

Reading Vocabulary
- Advanced (2 forms)
- High Intermediate (3 forms)
- Basic Intermediate (3 forms)
- Fundamental (3 forms)

Reading Comprehension
- Advanced (2 forms)
- High Intermediate (3 forms)
- Basic Intermediate (3 forms)
- Fundamental (3 forms)

Questionnaires

Handbook

Manual for the USES Basic Occupational Literacy Test, Section 1: Administration, Scoring, and Interpretation. Section 2: Development. Washington, DC: U.S. Government Printing Office, 20213, 1972, 1974.

Availability/Source

Cost

$1.30 Section 1: Handbook
$ .35 Section 2: Handbook

CLASSIFICATION VARIABLES

Mathematical Development and Language Development, both measured in 6 levels:

LEVELS	*CORRESPONDING GRADE LEVEL*
1	1, 2, and 3
2	4, 5, 6
3	7, 8
4	9, 10, 11, 12
5	1 to 2 years of college
6	2 to 4 years of college

OUTCOMES/PRODUCTS

1. The Standard Scores resulting from the BOLT can be used to compare initial and retest results for an individual tested at a different level.
2. The counselor, by using objective and subjective measures, can refer counselees to jobs or areas of study for which they have adequate training. On the other hand, the counselee may be asked to take courses to raise his GED level.
3. Most efficient use of the BOLT can be made if the counselor has integrated aptitude test results and other information about the counselees' occupational success and satisfaction. Some of this information might be obtained from interest inventories, school records, case histories, or personal interviews.

ABSTRACT 17

CLASSIFICATION SCHEME	Dictionary of Occupational Titles, Volume II, Third Edition, "Occupational Classification and Codes." (Occupational Group Arrangement)
Originator	U.S. Department of Labor
Date of Origin	First Edition [1940], Second Edition [1949], Third Edition [1965].
Objectives	The Occupational Group Arrangement and the Worker Traits Arrangement classification scheme and codes provide a method of grouping jobs having the same basic occupation, industry, or worker characteristics. The job titles defined in the Dictionary are listed on the Occupational Group Arrangement of Titles and Codes according to their code numbers. The occupations are arranged into categories, divisions, and 3-digit groups and are accordingly assigned a 3-digit code number. The second set of three-digit numbers are assigned on the basis of the relationship of the job to Data, People, and Things.*
Reference	U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed., Vol. II, Occupational Classification). Washington, DC: U.S. Government Printing Office, 1965.

DESIGN INFORMATION

Classification Principle	In the Occupational Group Arrangement of the DOT classification system, job titles and definitions are arranged into a 3-level hierarchy consisting of (1) categories, (2) divisions, and (3) groups. Throughout this arrangement, jobs are grouped according to a combination of work field, purpose, materials, products, subject matter, service, generic term, and/or industry

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*For a detailed explanation of the worker function scales, see Abstract 18.

as reflected in the first 3-digits of the code. The 9 occupational *categories* of the occupational group arrangement are identified by the numbers 0-9 reflected in the first digit of the code number, as follows:

0
1 Professional, technical, and managerial occupations
2 Clerical and sales occupations
3 Service occupations
4 Farming, fishery, forestry, and related occupations
5 Processing occupations
6 Machine trades occupations
7 Bench work occupations
8 Structural work occupations
9 Miscellaneous occupations

The 9 categories are divided into 84 2-digit divisions, and the divisions, in turn, are subdivided into 603 distinctive 3-digit groups.

- In Category 0, 1 (Professional, technical, and managerial occupations) most 2-digit divisions are based on broad subject matter areas.

- In Category 2 (Clerical and Sales Occupations) the clerical divisions are based on type of activity, or type of machine or equipment. The sales division distinguishes among 3 types of 3-digit groups: services sold, commodities sold, and sales techniques.

- In Category 3 (Service occupations) the divisions are based on type of service rendered.

- In Category 4 (Farming, fishery, forestry, and related occupations) the divisions and groups are based primarily on products or types of activity.

- The Categories 5 through 8 (Processing occupations, Machine trades occupations, Bench work occupations, and Structural work occupations) encompass broad areas of work as they occur in industry, and their titles are derived from trade terminology.
- Most divisions and groups in Category 9 (Miscellaneous occupations) relate to nonmanufacturing economic activities.

INSTRUMENTATION

Tests	
Questionnaires	"Job Analysis Schedule" U.S. Department of Labor Manpower Administration
Handbook	U.S. Department of Labor. *Handbook for Analyzing Jobs.* Washington, DC: U.S. Government Printing Office, 1972.
Availability/Source	U.S. Government Printing Office Washington, DC 20402 Stock Number 2900-0131
Cost	$2.50 per handbook

CLASSIFICATION VARIABLES

The Occupational Group Arrangement is organized to classify jobs on the basis of multiple variables and is organized into categories, divisions, and groups. Each of these 3 divisions is distinguished respectively by the first, second, and third digit of a 3-digit code.

The jobs are grouped according to a combination of the following prime variables:

Work Field

Purpose

Material

Product

Subject Matter

Service

Generic Term

Industry

OUTCOMES/PRODUCTS

The Occupational Group Arrangement provides an organizational structure within which job titles and definitions are classified according to type.

ABSTRACT 18

CLASSIFICATION SCHEME	U.S. Department of Labor. *Dictionary of Occupational Titles,* "Occupational Classification and Industry Index" (Data, People, Things Hierarchies)
Originator	Sidney A. Fine, A. Bennett Eckerson, & Adaline Padgett U.S. Department of Labor Washington, DC
Date of Origin	1951
Objectives	To differentiate the kind and level of work performed within occupations for placement, counseling, and labor market reporting.
Reference	U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed.). Washington, DC: U.S. Government Printing Office, 1965.

DESIGN INFORMATION

Classification Principle	All job-worker situations involve, to some degree, a relationship on the part of the worker to Data, People, and Things. These relationships are expressed by 24 worker functions arranged in hierarchies according to the level of complexity of each function; the lower the identifying number, the higher the level. A combination of the highest functions which the worker performs in relation to Data, People, and Things expresses the total level of complexity of the job-worker situations.

	DATA		PEOPLE		THINGS
0	Synthesizing	0	Mentoring	0	Setting Up
1	Coordinating	1	Negotiating	1	Precision Working
2	Analyzing	2	Instructing	2	Operating-Controlling
3	Compiling	3	Supervising	3	Driving-Operating
4	Computing	4	Diverting	4	Manipulating
5	Copying	5	Persuading	5	Tending
6	Comparing	6	Speaking-Signalling	6	Feeding-Offbearing
		7	Serving	7	Handling
		8	Taking Instructions-Helping		

Classification Methodology

Functional job analysis involves a systematic study of workers in terms of worker functions (what the worker does in relation to Data, People and Things).

- The methodologies and techniques employed (Work Fields)
- The machines, tools, equipment, and work aids used (MTEWA)
- The materials, products, subject matter, or services which result (MPSMS)
- The traits required of the worker (Worker Traits)

The first step in the job analysis involves an examination of the literature on the technologies of the jobs and the characteristics of the industry. This enables the job analyst to interview management supervisors and workers in a language that is familiar to all. In addition to interviews, the analyst also observes workers performing their jobs. When observation/interview techniques are not appropriate, analysts consider existing job descriptions, hiring requirements, data from work associations and the like.

These data are then codified according to the worker function scales (and the other classifications mentioned above).

INSTRUMENTATION

Questionnaire

Job Analysis Schedule

Handbook

U.S. Department of Labor. *Handbook for analyzing jobs.* Washington, DC: U.S. Government Printing Office, 1972.

Availability/Source

Samples of instrumentation and procedures are available in USDL *Handbook for analyzing jobs.*

Cost

$1.25 Introduction to FJA.
$2.50 *Handbook for analyzing jobs.*

CLASSIFICATION VARIABLES

Work activity relationship to Data, People, and Things, Aptitudes, Interest, Temperaments, Physical Demands, Working Conditions, and Training Time.

OUTCOMES/PRODUCTS

Provides job coding, job clustering. Second 3-digits of DOT code is worker function scales: Data, People, Things.

ABSTRACT 19

CLASSIFICATION SCHEME

Dictionary of Occupational Titles, Volume II, Third Edition, "Occupational Classification and Codes" (Worker Trait Arrangement)

Originator

U.S. Department of Labor

Date of Origin

Objectives

The Worker Trait Arrangement of Titles and Codes is organized into 22 broad areas of work. The names of the 22 areas, such as Art, Clerical Work and Entertainment, are self-explanatory. Within each area of work there are several specific worker trait groups totaling 114. The Worker Trait Arrangement groups jobs according to some combination of required general educational development, specific vocational preparation, aptitudes, interests, temperaments, and physical demands.

Reference

U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed., Vol. I & II). Washington, DC: U.S. Government Printing Office, 1965.

DESIGN INFORMATION

Classification Principle

For a detailed explanation of the worker traits see Abstract 20. The requirements made on the worker in terms of aptitudes, general educational development, specific vocational preparation, physical demands, and personal traits are referred to as worker trait components. Job requirements are specified during the job analysis and are indicated with standard codes in the Dictionary. The worker trait components are listed below.

I Training Time
II Aptitudes
III Interests
IV Temperaments
V Physical Demands
VI Working Conditions

The 114 worker trait groups are organized within the following broad areas of work:

Art
Business Relations

Clerical Work
Counseling, Guidance, and Social Work
Crafts
Education and Training
Elemental Work
Engineering
Entertainment
Farming, Fishing, and Forestry
Investigating, Inspecting, and Testing
Law and Law Enforcement
Machine Work
Managerial and Supervisory Work
Mathematics and Science
Medicine and Health
Merchandising
Music
Personal Service
Photography and Communications
Transportation
Writing

INSTRUMENTATION	
Tests	
Questionnaire	"Job Analysis Schedule" U.S. Department of Labor Manpower Admininstration OMB 44-RO722
Handbook	U.S. Department of Labor. *Handbook for analyzing jobs.* Washington, DC: U.S. Government Printing Office, 1972.
Availability/Source	U.S. Government Printing Office Washington, DC 20402 Stock Number 2900-0131
Cost	$2.50 for Handbook
CLASSIFICATION VARIABLES	The variables for classifying jobs according to worker traits include general educational development, specific vocational preparation, aptitudes, interests, temperaments, and physical demands.
OUTCOMES/PRODUCTS	The Worker Trait Arrangement provides a grouping and clustering of jobs based on the similarity of worker traits and occupations which require those factors in common.

ABSTRACT 20

CLASSIFICATION SCHEME

Dictionary of Occupational Titles (Worker Trait Components)

Originator

U.S. Department of Labor

Date of Origin

Third Edition, 1965.

Objectives

Worker trait components identify the abilities, personal traits, and individual characteristics required of a worker in order to achieve average successful job performance. There are 6 distinct worker trait components which provide a broad, comprehensive framework for presenting worker trait information.

Reference

U.S. Department of Labor. *Dictionary of occupational titles* (3rd ed., Vol. II, Appendix B). Washington, DC: U.S. Government Printing Office, 1965.

DESIGN INFORMATION

Classification Principle

The requirements made on the worker in terms of aptitudes, general educational development, vocational preparation, physical demands, and personal traits are expressed by worker traits. Job requirements are specified according to the 6 worker trait components and are indicated with standard codes in the *Dictionary of Occupational Titles.* The worker trait components are:

I. Training Time
II. Aptitudes
III. Interests
IV. Temperaments
V. Physical Demands
VI. Working Conditions

Note: Each of the worker trait measures constitutes, to some degree, a unique classification scheme for organizing and rating positions and jobs. The major components and elements for each trait group listed above along with a summary of the methodology will be presented separately as subparts of this abstract.

TRAINING TIME:

Classification Principle

For the purpose of rating jobs, Training Time is defined as the amount of General Educational Development (GED) and Specific Vocational Preparation (SVP) required of a worker to acquire the knowledge and abilities necessary for average performance in a particular job worker situation.

A. General Educational Development

The GED Scale is composed of 3 divisions: Reasoning Development, Mathematical Development, and Language Development. There are 6 levels of progression for the mathematics and reasoning scales and 5 levels for language. Each level is provided a detailed explanation of performance appropriate for that level across reasoning, mathematical, and language development.

Level	Reasoning Development	Mathamtical Development	Language Development
6			
5			
4			
3			
2			
1			

B. Specific Vocational Preparation

SVP is the amount of time required to learn the techniques, acquire the information, and develop the facility needed for average performance in a specific job-worker situation. Specific vocational training includes:

1. Vocational education
2. Apprenticeship training
3. Inplant training
4. On-the-job training
5. Essential experience in other jobs

Nine levels are used to indicate the amount of time required in the various types of training for SVP.

Levels

- 1—Short demonstration only
- 2—Beyond short demonstration, up to 30 days
- 3—Over 30 days, up to and including 3 months
- 4—Over 3 months, up to and including 6 months
- 5—Over 6 months, up to and including 1 year
- 6—Over 1 year, up to and including 2 years
- 7—Over 2 years, up to and including 4 years
- 8—Over 4 years, up to and including 10 years
- 9—Over 10 years

Methodology

A composite rating is developed from the subjective ratings provided by several trained analysts based on observation/interviews with individual worker/employers.

APTITUDES

Classification Principle

Aptitudes possessed by individuals are measured by administering and interpreting tests. Nine aptitudes found to be important in job success can be determined from research on the General Aptitude Test Battery (GATB).* Two additional aptitudes were added to the 9 included in the GATB. Norms for approximately 500 jobs have been established on each GATB dimension. For the jobs which have not been normed, comparisons of duty similarity were made and estimates of the required levels of each aptitude are established. The aptitudes and levels are presented below as defined in the DOT and GATB.

*For detailed explanation of GATB, see Abstract 21.

Aptitudes

- G—Intelligence
- V—Verbal Aptitude
- N—Numerical Aptitude
- S—Spatial Aptitude
- P—Form Perception
- Q—Clerical Perception

K—Motor Coordination
F—Finger Dexterity
M—Manual Dexterity
E—Eye-Hand-Foot Coordination
C—Color Discrimination

Levels
- 1—The top 10% of the population
- 2—The highest third exclusive of the top 10% of the population
- 3—The middle third of the population
- 4—The lowest third exclusive of the bottom 10% of the population
- 5—The lowest 10% of the population

Methodology

The analyst arrives at the determination of the average required level of each aptitude by careful study of the activities involved in a job. Both physical actions and decisions the worker must carry out are considered.

INTERESTS

Classification Principle

Jobs or workers can be classified according to the types of interests which are required by the job or the type of interests important to a worker. An interest is defined as the tendency to become involved, absorbed in or concerned with an experience or activity. Preferences for one type of work generally indicate a dislike for a contrary type of work.

A scheme was developed by associating the positive and negative poles of Cottle's 5 bipolar factors, making 40 different combinations of 2 interests available.[1]

The interest factors are described as follows:

1a.	A preference for activities dealing with things and objects.	vs. 1b.	A preference for activities concerned with the communication of data.
2a.	A preference for activities involving business contact with people.	vs. 2b	A preference for activities of a scientific and technical nature.
3a.	A preference for activities of a routine, concrete, organized nature.	vs. 3b.	A preference for activities of an abstract and creative nature.

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[1] Cottle, W. C., A factorial study of the multiphasic, Strong, Kuder, and Bell inventories using a population of adult males, *Psychometrika,* XV, March 1950, pp. 25-47.

4a.	A preference for working for the presumed good of people.	vs.	4b.	A preference for activities that are carried on in relation to processes, machines, and techniques.
5a.	A preference for activities resulting in prestige or the esteem of others.	vs.	5b.	A preference for activities resulting in tangible, productive satisfaction.

Methodology

An analyst evaluates all the situations in a job against illustrative situations for each of the 5 pairs of bipolar interest factors; then selects those which are judged important for job performance. Each job is coded according to the rated interest scales.

TEMPERAMENTS

Classification Principle

Individuals and jobs can be classified according to the personal traits a worker possesses or the traits required for a worker by the job demands. Temperaments are defined as the adaptability requirements made on the worker by specific types of job-worker situations. Ten temperament factors are defined and coded for use in analyzing and describing job requirements.

D-DCP (*d*irection, *c*ontrol, and *p*lanning)
F-FIF (*f*eelings, *i*deas, or *f*acts)
I-INFLU (*influ*encing)
J-SJC (*s*ensory, or *j*udgmental *c*riteria)
M-MVC (*m*easurable or *v*erifiable *c*riteria)
P-DEPL (*de*aling with peo*pl*e)
R-REPCON (*repe*titive, *con*tinuous)
S-PUS (*p*erforming *u*nder *s*tress)
T-STS (*s*et limits, *t*olerances, or *s*tandards)
V-VARCH (*var*iety and *ch*ange)

Methodology

Analysts evaluate all of the situations in the job being analyzed and select those factors they consider to be important in relation to the kinds of adjustments which the worker must make for successful job performance.

PHYSICAL DEMANDS

Classification Principle

Physical Demands are the physical capacities required of workers in order for them to perform in job-worker situations. The physical requirements of a job are described in terms of 6 physical demand factors. Job requirements/situations are classified according to the subtype for each physical demand. The 6 demand factors and subtypes are defined as follows:

Physical Demand Factors

1. Strength
    a. Standing, Walking, Sitting
    b. Lifting, Carrying, Pushing, Pulling
        1.1 Degrees of Strength
            a. Sedentary Work
            b. Light Work
            c. Medium Work
            d. Heavy Work
            e. Very Heavy Work
2. Climbing and/or Balancing
3. Stooping, Kneeling, Crouching, and/or Crawling
4. Reaching, Handling, Fingering, and/or Feeling
5. Talking and/or Hearing
6. Seeing
    a. Acuity, Far
    b. Acuity, Near
    c. Depth Perception
    d. Field of Vision
    e. Accommodation
    f. Color Vision

Methodology

A common procedure is used for determining both the physical demands and the environment conditions. A special supplemental job analysis work sheet is utilized. The analyst reviews the physical demands and environmental conditions and indicates the appropriate information for each activity with written or coded notation.

ENVIRONMENTAL CONDITIONS FACTORS

Classification Principle

Environmental conditions factors are the physical surroundings of job-worker situations which make specific demands upon a worker's physical capacities. Jobs are classified according to the degree or intensity that each factor is present and the percent of time the worker is exposed to certain conditions. The environmental conditions are defined as follows:

1. Inside, Outside, or Both
2. Extreme Cold with or without temperature changes

3. Extreme Heat with or without temperature changes
4. Wet and/or Humid
5. Noise and/or Vibration
6. Hazards
7. Atmospheric Conditions

    a. Fumes
    b. Odors
    c. Dusts
    d. Mists
    e. Gases
    f. Poor Ventilation

Methodology	The procedures followed to indicate environmental conditions are the same as those followed for Physical Demands. (See "Physical Demands" Methodology.)
INSTRUMENTATION	
Tests	
Questionnaires	"Job Analysis Schedule" U.S. Department of Labor Manpower Administration OMB 44-RO722 Physical Demands and Environmental Conditions—OMB 44-RO722
Handbook	U.S. Department of Labor. *Handbook for analyzing jobs.* Washington, DC: U.S. Government Printing Office, 1972.
Availability/Source	U.S. Government Printing Office Washington, DC 20402 Stock Number – 2900-0131
Cost	$2.50 per Handbook
CLASSIFICATION VARIABLES	The Worker Trait Components measure training time, aptitudes, interests, temperaments, physical demands, or working conditions of a job using unique variables for each component.
OUTCOMES/PROCEDURES	A job can be classified/described according to each worker trait component. Jobs which have similar worker traits can be grouped as can workers who possess or perform under similar trait components.

The Training Time measure provides a scheme for comparing common and/or similar requirements for a worker's General Education Development and Specific Vocational Training across various jobs.
The Aptitudes measure provides, through GATB scores, a scheme for comparing and matching workers with jobs on the basis of similar work demands and worker aptitudes to meet those demands.
The Temperaments measures provide a scheme for comparing and matching workers to jobs which require and reinforce the personal traits of an individual.
The Interest measures provide a scheme for comparing and matching worker interests and preferences for work activities required in various jobs.
The Physical Demands and Environmental Conditions measure provides a scheme for comparing and matching workers and jobs on the basis of job requirements and worker physical abilities and tolerance/preference for various working conditions.

The Worker Traits Arrangement of Jobs are grouped according to some combination of required general educational development, specific vocational preparation, aptitudes, interests, temperaments, and physical demands. There are 114 such worker trait groups, organized within the following broad areas of work:

Art
Business Relations
Clerical Work
Counseling, Guidance, and Social Work
Crafts
Education and Training
Elemental Work
Engineering
Entertainment
Farming, Fishing, and Forestry
Investigating, Inspecting, and Testing
Law and Law Enforcement
Machine Work
Managerial and Supervisory Work
Mathematics and Science
Medicine and Health
Merchandising
Music
Personal Service
Photography and Communications
Transportation
Writing

ABSTRACT 21

CLASSIFICATION SCHEME	General Aptitude Test Battery (GATB) as coordinated with DOT Occupational Aptitude Patterns.
Originator	U.S. Department of Labor U.S. Employment Service Manpower Administration Washington, DC 20213
Date of Origin	1947
Objectives	The objective of this test is to identify, through reasonable testing, a group of occupations which a counselee would probably have the minimum aptitude to pursue. Using this test in conjunction with other measures, the objective is to help the counselee achieve successful satisfaction in his work.
Reference	U.S. Department of Labor, *General Aptitude Test Battery: Section III, development.* Washington, DC: U.S. Government Printing Office, 1970.
DESIGN INFORMATION	
Classification Principle	The Occupational Aptitude Patterns have been developed as a result of years of research with the general and specific norm scores. These patterns indicate the most significant aptitudes (of the 9 measured) and also indicate the critical minimum scores which are needed (in a probability expression) for a group of occupations having similar aptitude requirements.
Methodology	Since the items were originally constructed in the 1900's, both item analysis and factor analysis have been used, the first to improve the quality of the items and the second to more clearly delineate the aptitudes being measured. General working population norms and specific occupational norms were established. Efforts to assess concurrent and predictive validity have been and (apparently) continue to be assessed. Once scores are obtained, the counselor can identify the appropriate occupational aptitude pattern structure (re: the Norms Booklet).

INSTRUMENTATION

Tests

Part 1.	Name Comparison
Part 2.	Computation
Part 3.	Three-Dimensional Space
Part 4.	Vocabulary
Part 5.	Tool Matching
Part 6.	Arithmetic Reason
Part 7.	Form Matching
Part 8.	Mark Making
Part 9.	Place
Part 10.	Turn
Part 11.	Assemble
Part 12.	Disassemble

Questionnaire

Not Applicable

Manuals

These are available from the Superintendent of Documents, Government Printing Office, Washington, DC 20402

Section I:	*Administration and Scoring*
Section II:	*Norms, Occupational Aptitude Pattern Structure*
Section III:	*Development*
Section IV:	*Norms, Specific Occupations*

Availability/Source

Tests and questionnaires available only thorugh State Employment Services. Owned by U.S. Department of Labor.

About $325.00 for initial investment per 10 people. After that, the cost decreases greatly.

The 9 aptitudes which are measured include:

- Intelligence
- Verbal Aptitude
- Numerical Aptitude
- Spatial Aptitude
- Form Perception
- Clerical Perception
- Motor Coordination
- Finger Dexterity
- Manual Dexterity

OUTCOMES/PRODUCTS

Additional factors that should be appraised include:

- Education and training (achievement tests, school records, interview)
- Interests (check lists, inventories)
- Potential skills (aptitude tests)
- Leisure time activities (interview)
- Physical capacities (interview, doctor's reports, physical capacities)
- Personal traits (interview, school records, personality inventories)
- Social and economic factors (interview)
- Acquired skills (work experience, school records, trade tests, interview)
- Education and training (achievement tests, school records, interview)

GATB scores are converted to a *Dictionary of Occupational Titles* classification, by use of the Occupational Aptitude Patterns.

Aptitudes	*Numbers of Tests Involved in Measure*
G–Intelligence	3, 4, 6
V–Verbal Aptitude	4
N–Numerical Aptitude	2, 6
S–Spatial Aptitude	3
P–Form Perception	5, 7
Q–Clerical Perception	1
K–Motor Coordination	8
F–Finger Dexterity	11, 12
M–Manual Dexterity	9, 10

ABSTRACT 22

CLASSIFICATION SCHEME	Standard Industrial Classification of Establishments, 1972 (SIC)
Originator	U.S. Executive Office of the President Office of Management and Budget
Date of Origin	(1957) 1972
Objectives	The SIC was developed as a government-wide standard for use in classifying establishments by the type of activity in which they are engaged. It covers the entire field of economic activity in the U.S.A.
Reference	U.S. Executive Office of the President. *Standard industrial classification manual.* Washington, DC: U.S. Government Printing Office, 1972.
DESIGN INFORMATION	
Classification Principle	(1) Each establishment is classified according to its primary activity. (2) The classification scheme is designed to reflect the existing structure of American industry. (3) To be recognized as an industry, the group of establishments constituting the classification must be statistically significant in the number of persons employed, the volume of business done, and other measures of economic activity.
Methodology	The scheme structure is designed as a 2-digit (major group) code, a 3-digit (industry group) code, and a 4-digit (specific industry) code. To assure a consistent classification, industry assignment is always made directly on the basis of products, services, and activities reported at the specific industry (4-digit) code level.
INSTRUMENTATION	
Tests	
Questionnaire	
Handbook	U.S. Government, Executive Office of the President. *Standard Industrial Classification Manual.* Washington, DC: U.S. Government Printing Office, 1972.

Availability/Source

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Cost

$6.75 for the manual.

CLASSIFICATION VARIABLES

Major Divisions:

A. Agriculture, Forestry, and Fishing
B. Mining
C. Construction
D. Manufacturing
E. Transportation, Communications, Electric, Gas, and Sanitary Services
F. Wholesale Trade
G. Retail Trade
H. Finance, Insurance, Real Estate
I. Services
J. Public Administration
K. Non-Classifiable Establishments

Industries indexed by Manufacturing/Non-Manufacturing variables.

OUTCOMES/PRODUCTS

The SIC is the standard for industrial classification in the U.S. Government. This classification scheme facilitates the collection, tabulation, presentation, and analysis of data relating to establishments. It also promotes uniformity and comparability in the presentation of statistical data collected by various agencies of the U.S. Government, State agencies, trade associations, and private research organizations.

NOTE: The Census Industrial Classification Scheme was developed within the framework of the SIC. Industry categories and codes in the Census system are referenced to the SIC code number.

ABSTRACT 23

CLASSIFICATION SCHEME	Standard Occupational Classification (SOC) Draft Version –1976
Originator	U.S. Executive Office of the President Office of Management and Budget
Date of Origin	Draft Version—1976
Objectives	The SOC has been developed to provide a mechanism for cross-referencing and aggregating occupation-related data collected for social, economic, and statistical reporting programs. The classification is intended to cover all occupations in which work is performed for pay or profit. The SOC furnishes a coding system and nomenclature for identifying and classifying occupations within a broad framework suitable for use in and out of government.
Reference	U.S. Executive Office of the President. *Standard Occupational Classification manual.* Author, Draft, 1976.
DESIGN INFORMATION	
Classification Principle	1. All occupations performed for pay or profit are included. 2. An occupation is classified primarily on the basis of the work performed, with due consideration to skill, training, education, licensing, or credential requirements, usually associated with performance. 3. Each occupation is assigned to one, and only one, unit group. 4. Occupations within any unit group should be relatively homogeneous. 5. Relative unit group size (number of occupations) is determined by number of workers who would be classified in that unit so as to include 20% of the average size of all unit groups. 6. Divisions, major, minor, and unit groups are defined so that the contents of each is well delineated and discrete.

7. Career ladders are not a basic determinant of the system.

8. The unit group level may not provide sufficient detail for certain program operation or other specialized needs.

Structure: The SOC is structured on a 4-level system, i.e., division, major group, minor group, and unit group, with each level representing classes in successively finer detail.

Divisions:		*Code No.*
A.	Executive, Administrative and Managerial	(11-14)
B.	Engineers and Architects	(16)
C.	Natural Scientists and Mathematicians	(18)
D.	Social Scientists, Social Workers, Religion Workers, and Lawyers	(22)
E.	Teachers, Librarians, and Counselors	(25)
F.	Health Diagnosing and Treating Practitioners	(28)
G.	Writers, Artists, Athletes, and Entertainers	(31)
H.	Health Technologists and Technicians	(34)
I.	Technologists and Technicians, Except Health	(37)
J.	Marketing and Sales Occupations	(41-43)
K.	Clerical Occupations	(44-46)
L.	Service Occupations	(51-53)
M.	Agricultural and Forestry Occupations, Fishers, and Hunters	(55-58)

Divisions		Code No.
N.	Construction and Extractive Occupations	(61-62)
P.	Transportation Occupations	(64-65)
Q.	Mechanics and Repairers	(67)
S.	Production Working Occupations	(71-78)
X.	Elemental Occupations	(81)
Y.	Military Occupations	(91)
Z.	Miscellaneous Occupations	(99)

Methodology

Occupations are classified on the basis of the most important (or primary) activity of that occupation. Four digit code numbers are assigned to titles. The first 2-digits identify the Division, the third and fourth digits identify the unit group.

INSTRUMENTATION

Tests	Not Applicable
Questionnaires	
Handbook	
Availability/Source	
Costs	

CLASSIFICATION VARIABLES	Most important or primary activity of an occupation.
OUTCOMES/PRODUCTS	Classification mechanism for cross-referencing and aggregating occupation-related data. Each unit group includes a listing of DOT titles and 9-digit code number. Includes selected occupational titles and codes from 1970 Census Classification in unit groups. Provides SOC Short Title cross-reference to ISCO codes.

ABSTRACT 24

CLASSIFICATION SCHEME	Office of Education Classification System
Originator	Office of Education and Manpower Administration
Date of Origin	1969
Objectives	This system identifies, classifies, and describes a broad spectrum of subject matter areas and activities offered in elementary, secondary, junior college, and adult education programs; it is intended to provide a distinct identity for each educational program area and for each of the classified items of information within it.
Reference	U.S. Department of Health, Education, and Welfare, & U.S. Department of Labor. *Vocational education and occupations*. Washington, DC: U.S. Government Printing Office, 1969.
DESIGN INFORMATION	
Classification Principle	The coding system devised provides 4 possible levels of information: the highest level being subject matter area; the second being a principal segment of the broad subject area; third, a 2-division of the principle segment; and fourth, a detail of the division of principal segment.
Methodology	The coding system is intended to provide a distinct identity for each educational program area and for each of the classified items of information within it.
INSTRUMENTATION	
Tests	Not applicable
Questionnaires	Not applicable
Handbook	U.S. Department of Health, Education, and Welfare, and the Department of Labor. *Vocational education and occupations.* Washington, DC: U.S. Government Printing Office, 1969.

Availability/Source	Handbook available from U.S. Government Printing Office.
Costs	$2.25—Handbook
CLASSIFICATION VARIABLES	Subject matter areas include: 1. Agriculture 2. Distributive Education 3. Health Occupations 4. Home Economics 5. Office Occupations 6. Technical Education 7. Trade and Industrial
USES OF INFORMATION	Use of this standardized scheme of terminology offers (1) a sounder basis for describing and evaluating administrative, organizational, and teaching practices; (2) a greater quantity of significant information; (3) easier and more reliable reporting on the condition and progress of vocational-technical education; and (4) ease in utilizing local administrative information in reports to state agencies. This classification scheme is closely coordinated with the *Dictionary of Occupational Titles*. DOT titles can be converted to corresponding vocational education instruction programs. This coordination with DOT allows identification of occupations for which job openings exist, and thus identification of pertinent training programs.

DATA BASE CROSS REFERENCE INDEX

DATA BASE CROSS REFERENCE INDEX

No.		SUBJECT VARIABLES Demographic Variables *Place of Residence*	*Residential Density*	*Years of Education*	*Educational Attainment*	*Gender*	*Race/Ethnicity*	*Religion*	*Age*	*Total Income*	*Marital Status*	*Other*
	FEDERAL GOVERNMENT											
	Cross-Sectional											
1	Characteristics of Persons in Engineering and Scientific Occupations: 1972	●	●	●	●	●	●		●	●	●	●
2	Current Estimate from the Health Interview Survey—United States—1974	●	●			●	●		●	●	●	●
3	High School Dropouts, 1960-1970: Description and Technical Documentation for Four Public Use Sample Extract Files and Two Summary Data Files Based on the Extracts	●	●	●	●	●	●		●	●	●	
	Longitudinal											
4	Aid to Families with Dependent Children Study (Biennial since 1967)	●	●	●		●	●		●	●	●	●
5	Bureau of the Census Data	●	●	●		●	●		●	●	●	
6	Central Personnel Data File			●	●	●	●		●	●		
7	Executive Inventory	●		●	●	●		●	●			
8	Federal Automated Career System (FACS)	●		●	●				●	●		
9	National Longitudinal Study of the High School Class of 1972	●	●	●	●	●	●	●	●	●	●	
	STATE GOVERNMENT											
	Cross-Sectional											
10	Ohio Rehabilitation Services—Data File	●		●		●	●		●	●	●	●
	Longitudinal											
11	Minnesota Vocational Followup System (Post Secondary)	●		●	●	●			●	●	●	●
	RESEARCH ORGANIZATIONS											
	Cross-Sectional											
12	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Alumni Survey	●		●	●	●	●		●	●		

1b

12	11	10	9	8	7	6	5	4	3	2	1	
			●									**Measurement Variables** *Ability/Skill*
												Aptitude
			●									*Achievement*
			●									*Personality*
			●									*Attitudes*
			●									*Value*
			●	●	●							*Interest and Preference*
●	●		●									*Job Satisfaction*
	●		●									*Evaluation of Subjects Occupational Performance*
●			●									*Other*
●	●	●	●	●	●	●			●		●	**Training** *Type/Source*
●		●	●	●		●						*Length*
												Level(s)
●	●		●									*Evaluation of Training Received*
	●	●	●		●		●	●	●		●	**Work Experience** *Job Title*
●	●	●	●	●	●	●	●	●	●		●	*Earnings*
●	●	●	●		●		●	●	●	●	●	*Work History*
●	●		●	●	●		●		●	●	●	*Occupational Mobility*
	●	●					●		●		●	**OCCUPATIONAL VARIABLES** **Sample Characteristics** *Size*
	●								●		●	*Occupations Represented*
	●								●		●	*How Selected*
	●	●		●	●	●	●	●	●		●	**Occupational Classification** *Job Coding*
												Job Clustering
	●						●					*Other*
			●									**Organizational Characteristics** *Physical Working Environment*
			●									*Organizational Climate*
												Union Affiliations
											●	*Other*

DATA BASE CROSS REFERENCE INDEX (continued)

No.		SUBJECT VARIABLES Demographic Variables Place of Residence	Residential Density	Years of Education	Educational Attainment	Gender	Race/Ethnicity	Religion	Age	Total Income	Marital Status	Other
13	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Student Survey	●		●	●	●	●		●	●	●	
14	Specialty Oriented Student Research System	●	●	●	●	●	●		●	●	●	
15	Survey of Scientific and Engineering Personnel Employed at Universities and Colleges											●
16	Study of Community Colleges and Vocational-Technical Education Centers: Graduate Questionnaire	●	●		●	●	●		●	●		●
17	Study of Former NIH Professional Nurse Trainees and Special Research Fellows				●	●	●		●	●		●
18	Study of Former NIH Nurse Specialist Trainees and Special Research Fellows				●	●	●		●	●	●	
	Longitudinal											
19	1965 and 1971 Followup of 1961 College Freshman Class	●		●	●	●	●	●		●	●	●
20	1971 Followup of 1961 College Freshman Class	●		●	●	●				●	●	●
21	1967 Followup of 1966 College Freshman Class	●	●	●	●	●	●	●	●	●	●	●
22	1970 Followup to College Freshman Class of 1966	●		●	●	●	●	●	●	●	●	●
23	1971 Followup of 1966 College Freshman Class	●		●	●	●	●	●	●	●	●	●
24	1970 and 1971 Followup to College Freshman Class of 1966	●		●	●	●	●	●	●	●	●	●
25	1971 Followup of College Freshman Class of 1967	●		●	●	●	●	●	●	●	●	●
26	1972 Followup of College Freshman Class of 1968	●	●	●	●	●	●		●	●	●	●
27	Oakland Public Schools Follow-Up Study, Class of 1965	●		●	●	●	●		●	●	●	●
28	Project Talent Eleventh Grade Public Use Sample with 1, 5, and 11 Year Followup Data	●		●	●	●	●	●	●	●	●	●
29	Study of Doctoral Candidates, BSSR 397	●	●			●	●		●	●	●	●
30	Survey of June Graduates of 4-Year Colleges, Five-Year Follow-up, BSSR 357		●		●	●	●		●	●	●	

2b

	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13
Measurement Variables *Ability/Skill*			●	●		●												
Aptitude			●							●								
Achievement	●	●			●	●	●	●	●	●	●	●			●		●	●
Personality			●	●			●	●	●	●	●	●						
Attitudes	●	●	●	●	●	●	●	●	●	●	●	●	●		●		●	●
Value	●				●	●	●	●	●	●	●	●					●	●
Interest and Preference	●	●	●	●	●	●	●	●	●	●	●	●		●	●			●
Job Satisfaction	●		●	●	●						●	●					●	
Evaluation of Subjects Occupational Performance				●									●				●	
Other	●	●	●		●	●	●	●	●	●		●	●	●				
Training *Type/Source*	●	●	●	●									●	●	●		●	●
Length			●	●										●				●
Level(s)		●	●												●			
Evaluation of Training Received	●			●											●		●	
Work Experience *Job Title*		●		●		●	●	●	●		●	●			●		●	
Earnings			●	●			●	●	●		●	●	●	●	●		●	●
Work History	●	●	●	●	●	●	●	●	●		●	●	●	●	●		●	●
Occupational Mobility	●			●													●	
OCCUPATIONAL VARIABLES **Sample Characteristics** *Size*																		
Occupations Represented																	●	
How Selected																		
Occupational Classification *Job Coding*			●														●	
Job Clustering																	●	
Other																		
Organizational Characteristics *Physical Working Environment*				●													●	
Organizational Climate																		
Union Affiliations																		
Other							●	●	●		●	●						

DATA BASE CROSS REFERENCE INDEX (continued)

No.	UNIVERSITIES	SUBJECT VARIABLES Demographic Variables *Place of Residence*	*Residential Density*	*Years of Education*	*Educational Attainment*	*Gender*	*Race/Ethnicity*	*Religion*	*Age*	*Total Income*	*Marital Status*	*Other*
	Cross-Sectional											
31	Career Planning Program, Grades 12-13 (also called General Post-Secondary Norm Group, Public Use File)	●	●			●			●			
32	Career Planning Program and Assessment of Career Development, Grades 8-11 (also called General Secondary Norm Group, Public Use File)	●	●		●	●	●		●			
33	Carnegie Commission National Survey of Higher Education: Faculty	●	●		●	●	●	●	●	●		●
34	Carnegie Commission National Survey of Higher Education: Graduate Study	●	●		●	●	●	●	●	●		●
35	1956 Detroit Area Studies: The Meaning of Work	●		●		●	●	●	●	●	●	
36	Illinois Lobbyist Study	●	●		●	●		●	●	●		
37	Mexican Americans in Transition: Migration and Employment in Michigan Cities	●	●	●		●	●		●	●	●	
38	Quality of Employment Survey, 1972	●	●	●		●	●		●	●	●	
39	Retrospective Life History Data (Johns Hopkins University)	●	●	●	●	●	●	●	●	●	●	
40	San Francisco Bay Region—Local Politics or The City Council Study	●	●	●		●		●	●	●	●	
41	State Legislature Study or "Lobbyists and Legislators: A Comparative Study"	●	●	●		●			●	●		
42	Survey of Working Conditions—November 1969—January 1970	●	●	●		●	●		●	●	●	
43	Washington Lobbyists	●		●		●	●	●	●	●	●	●
	Longitudinal											
44	American National Election Studies, 1972	●	●	●	●	●	●	●	●	●	●	
45	"Career Plans and Experiences of June 1961 College Graduates" NORC Studies, Waves ABCDE	●	●	●		●	●	●	●	●	●	
46	Careers Study, Stage III: 1960 Graduates	●	●	●	●	●			●	●	●	
47	Explorations in Equality of Opportunity: A Fifteen Year Follow-Up Survey (Sophomores)	●	●	●	●	●	●	●	●	●	●	●

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47	46	45	44	43	42	41	40	39	38	37	36	35	34	33	32	31	
					●			●		●					●	●	**Measurement Variables** *Ability/Skill*
																	Aptitude
●	●															●	*Achievement*
●	●			●	●		●										*Personality*
●	●	●	●	●	●	●	●		●	●	●	●	●	●			*Attitudes*
●	●		●		●		●		●		●	●	●	●	●		*Value*
●	●	●	●	●	●	●	●		●	●	●	●	●	●	●	●	*Interest and Preference*
●	●		●	●	●				●	●	●	●		●			*Job Satisfaction*
				●	●				●		●						*Evaluation of Subjects Occupational Performance*
●	●		●		●		●						●				*Other*
●		●	●	●				●		●		●					**Training** *Type/Source*
		●		●				●		●							*Length*
		●												●			*Level(s)*
●		●							●					●			*Evaluation of Training Received*
●	●		●	●		●	●	●				●					**Work Experience** *Job Title*
●	●	●	●	●	●		●	●	●			●					*Earnings*
●	●	●	●	●		●	●	●	●	●	●	●	●	●			*Work History*
				●				●		●		●		●			*Occupational Mobility*
																	OCCUPATIONAL VARIABLES **Sample Characteristics** *Size*
					●			●	●			●					*Occupations Represented*
					●				●								*How Selected*
		●	●		●	●		●	●	●							**Occupational Classification** *Job Coding*
																	Job Clustering
														●			*Other*
●									●								**Organizational Characteristics** *Physical Working Environment*
●									●								*Organizational Climate*
●			●					●	●	●							*Union Affiliations*
●																	*Other*

DATA BASE CROSS REFERENCE INDEX (continued)

No.		SUBJECT VARIABLES Demographic Variables Place of Residence	Residential Density	Years of Education	Educational Attainment	Gender	Race/Ethnicity	Religion	Age	Total Income	Marital Status	Other
48	National Longitudinal Surveys Cohort Covering Boys, Aged 14-24	●	●	●	●	●	●		●	●	●	●
49	National Longitudinal Surveys Cohort Covering Girls, Aged 14-24	●	●	●	●	●	●		●	●	●	
50	National Longitudinal Surveys Cohort Covering Men, Aged 45-59	●	●	●		●	●		●	●	●	●
51	National Longitudinal Surveys Cohort Covering Women, Aged 30-44	●	●	●	●	●	●		●	●	●	●
52	A Panel Study of Income Dynamics, 1968-1973	●	●	●	●	●	●	●	●	●	●	●
53	School to College: Opportunities for Post High School Education (SCOPE)	●		●	●	●	●	●				●
54	United States Higher Civil Service Study—Careers of High-Level Employees	●	●	●	●	●			●			
55	Youth in Transition	●	●			●	●	●	●	●		

	48	49	50	51	52	53	54	55
Measurement Variables *Ability/Skill*	●	●			●	●		●
Aptitude								
Achievement						●		●
Personality					●	●		●
Attitudes	●	●	●	●	●	●		●
Value	●	●	●	●		●		●
Interest and Preference	●	●	●	●	●	●		●
Job Satisfaction	●	●	●	●	●			●
Evaluation of Subjects Occupational Performance								
Other						●		●
Training *Type/Source*	●	●	●	●	●		●	●
Length	●	●	●	●			●	
Level(s)								
Evaluation of Training Received								
Work Experience *Job Title*							●	●
Earnings	●	●	●	●	●			●
Work History	●	●	●	●	●		●	●
Occupational Mobility	●	●	●	●	●			
OCCUPATIONAL VARIABLES **Sample Characteristics** *Size*								
Occupations Represented								
How Selected								
Occupational Classification *Job Coding*	●	●	●	●	●			●
Job Clustering								
Other	●	●	●	●				
Organizational Characteristics *Physical Working Environment*					●			●
Organizational Climate					●			
Union Affiliations	●	●	●	●	●			
Other								

APPENDIX A

List of Originally Identified Data Bases and Sources

DATA BASE	SOURCE
The Adolescent Society Follow-up Study	Bureau of Social Science Research Washington, DC
American National Election Studies	Inter-University Consortium for Political and Social Research
Bureau of the Census: Dicennial Census	Population Division Bureau of the Census Washington, DC
Bureau of the Census: 1972 Professional, Technical, and Scientific Manpower Survey	Population Division Bureau of the Census Suitland, MD
Bureau of the Census: Participation in Adult Education	National Center for Educational Statistics Washington, DC
Bureau of the Census: Postcensal Survey of Professional and Technical Manpower	Population Division Bureau of the Census Suitland, MD
Bureau of the Census: Public Use Sample Extract of 14-21 Year Olds	National Center for Educational Statistics Washington, DC
Career Planning Program, General Post Secondary Norm Group, Public Use File	American College Testing Program Iowa City, IA
Career Planning Program, General Secondary Norm Group, Public Use File	
Careers Study, Stage I: Sixth Form Study	Social Science Research Council University of Essex, Wivenhoe Park Colchester, Essex England
Careers Study, Stage II: Final Year Undergraduates	
Careers Study, Stage III: 1960 Graduates	

Carnegie Commission National Survey of Higher Education: Faculty, Public Use Sample	Inter-University Consortium for Political and Social Research
Carnegie Commission National Survey of Higher Education: Graduate Students, Public Use Sample	
Civil Service Commission: Central Personnel Data File	U.S. Civil Service Commission Directorate for Manpower Information Washington, DC
Civil Service Commission: Executive Inventory	
Civil Service Commission: Federal Automated Career Systems	
Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Alumni Survey	American Institutes for Research Palo Alto, CA
Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Student Survey	
Cooperative Institutional Research Program: 1965 and 1971 Followups of Freshman Class of 1961	Division of Educational Statistics American Council on Education Washington, DC
Cooperative Institutional Research Program: 1971 Followup of Freshman Class of 1961	
Cooperative Institutional Research Program: 1967 Followup of Freshman Class of 1966	
Cooperative Institutional Research Program: 1970 Followup of Freshman Class of 1966	
Cooperative Institutional Research Program: 1971 Followup of Freshman Class of 1966	
Cooperative Institutional Research Program: 1970 and 1971 Followups of Freshman Class of 1966	
Cooperative Institutional Research Program: 1971 Followup of Freshman Class of 1967	

Cooperative Institutional Research Program: 1972 Followup of Freshman Class of 1968	Division of Educational Statistics American Council on Education Washington, DC
Department of Health, Education, and Welfare: Health Interview Survey	National Center for Health Statistics Rockville, MD
Department of Health, Education, and Welfare: Aid to Families with Dependent Children	National Center for Social Statistics Washington, DC
Explorations in Equality of Opportunity of Education on the Social Equality of High School Sophomores Fifteen Years Later	Institute for Research in the Social Sciences University of North Carolina Chapel Hill, NC
Graduate Survey of 1965-Oakland Public Schools	Comsis Corp. Mountain View, CA
High School Students and Their Plans	Survey Research Center University of California at Berkeley Berkeley, CA
Illinois Lobbyist Study	Inter-University Consortium for Political and Social Research
International Study of Values in Politics	
Lobbyists and Legislators: A Comparative State Study	
Longitudinal Study of the Career Plans and Experiences of June 1961 College Graduates, 1961-1964 Followup Sample	National Opinion Research Center University of Chicago Chicago, IL
Longitudinal Study of the Career Plans and Experiences of June 1961 College Graduates, 1968 Followup Sample	
Mexican Americans in Transition: Migration and Employment in Michigan Cities	Inter-University Consortium for Political and Social Research
Minnesota Vocational Followup System: Project Mini-Score	Minnesota Department of Education St. Paul, MN

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National Longitudinal Study of the High School Class of 1972	National Center for Educational Statistics Washington, DC
National Longitudinal Survey: Cohort Covering Boys, Aged 14-24	Center for Human Resource Research The Ohio State University Columbus, OH
National Longitudinal Survey: Cohort Covering Girls, Aged 14-24	
National Longitudinal Survey: Cohort Covering Men, Aged 45-59	
National Longitudinal Survey: Cohort Covering Women, Aged 30-44	
National Opinion Research Center: Poll SRS-AM	Roper Public Opinion Research Center Williams College Williamstown, MA
National Opinion Research Center: Poll SRS889-A	
Orientation on Moral Issues in a Metropolis and the Meaning of Work	Inter-University Consortium for Political and Social Research
1956 Detroit Area Studies: The Meaning of Work	
1973 Survey of Doctoral Scientists and Engineers	National Science Foundation Washington, DC
1974 Study of Utilization of Education in Careers—HERI and ACE	Higher Education Research Institute Los Angeles, CA
Ohio Rehabilitation Services Data File	State of Ohio, Department of Rehabilitation
Panel Study of Income Dynamics 1968-1973	Inter-University Consortium for Political and Social Research
Project Talent Eleventh Grade Public Use Sample	American Institute for Research Palo Alto, CA
Public and Proprietary Vocational Training: A Study of Effectiveness—Beginning Students	Center for the Study of Higher Education Research and Development University of California at Berkeley Berkeley, CA
Public and Proprietary Vocational Training: A Study of Effectiveness—Graduating Students	

Public and Proprietary Vocational Training: A Study of Effectiveness—Graduates	Center for the Study of Higher Education Research and Development University of California at Berkeley Berkeley, CA
Public Health Careers	Social Science Information Center University of Pittsburgh Pittsburgh, PA
Quality of Employment Survey	Inter-University Consortium for Political and Social Research
Retrospective Life History Data File	Center for Social Organization of Schools Johns Hopkins University Baltimore, MD
San Francisco Bay Region Local Politics	Inter-University Consortium for Political and Social Research
School to College-Opportunities for Post High School Education (SCOPE)	Survey Research Center University of California at Berkeley Berkeley, CA
Social Security Administration: Continuous Work History Sample	Social Security Administration Office of Research and Statistics Baltimore, MD
Specialty Oriented Student Research Program, Studies of Enrolled and Former Students (Various Files)	Survey Research Services National Computer Services Minneapolis, MN
Structural Models and Occupational Aspirations: Black-White Variations Among Deep-South Adolescents	Department of Rural Sociology Texas A&M University College Station, TX
Study of Community Colleges and Vocational-Technical Centers—Graduate Segment	Bureau of Social Science Research Washington, DC
Study of Community Colleges and Vocational-Technical Centers—Student Segment	
Study of Doctoral Candidates	
Study of Former NIH Nurse Scientist and Professional Nurse Trainees and Special Research Fellows	
Study of June Graduates of 4-Year Colleges, 5-Year Followup	

Survey of Scientific Activities of Institutions of Higher Learning-Manpower	National Science Foundation Washington, DC
Survey of Working Conditions	Inter-University Consortium for Political and Social Research
United States Higher Civil Service Study—Careers of High Level Employees	
Washington Lobbyists	
Youth in Transition	Social Science Archive Institute for Social Research Ann Arbor, MI

APPENDIX B

h

List of Data Base Abstracts
by Principal Investigator(s)

Bachman, Jerald G.	Youth in Transition
Brown, George Hay	Bureau of the Census Data
Bureau of Social Science Research	Study of Community Colleges and Vocational-Technical Education Centers: Graduate Questionnaire
Choldin, Harvey & Grafton Trout	Mexican Americans in Transition: Migration and Employment in Michigan Cities
Cooperative Institutional Research Program	1965 and 1971 Followup of 1961 College Freshman Class
"	1967 Followup of 1966 College Freshman Class
"	1970 Followup to College Freshman Class of 1966
"	1970 and 1971 Followup to College Freshman Class of 1966
"	1971 Followup of 1961 College Freshman Class
"	1971 Followup of 1966 College Freshman Class
"	1971 Followup of College Freshman Class of 1967
"	1972 Followup of College Freshman Class of 1968
Davis, James A.	Career Plans and Experiences of June, 1961 College Graduates, NORC Studies, Waves ABCDE
Department of Health, Education, & Welfare	Aid to Families with Dependent Children Study (Biennial since 1967)
Director of Research, Data Use and Access Labs	High School Dropouts, 1960-1970: Description and Technical Documentation for Four Public Use Sample Extract Files and Two Summary Data Files Based on the Extracts
Eulau, Heinz & Kenneth Prewitt	San Francisco Bay Region—Local Priorities (or) The City Council Study
Flanagan, John. C.	Project Talent Eleventh Grade Public Use Sample with 1, 5, and 11 Year Followup Data
Greenberg, Sally H.	Executive Inventory

Hilton, Thomas L. & J. P. Bailey, Jr.	National Longitudinal Study of the High School Class of 1972
Hoyt, Kenneth B.	Specialty Oriented Student Research System
Institute for Research in Social Science	Explorations in Equality of Opportunity: A Fifteen Year Follow-Up Survey (Sophomores)
Jung, Steven M.	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Alumni Survey
"	Comparative Study of Proprietary and Non-Proprietary Vocational Training Programs—Student Survey
Kahn, Robert & Robert Weiss	1956 Detroit Area Studies: The Meaning of Work
Ladd, Everett & Seymour Lipset, Martin Trow	Carnegie Commission National Survey of Higher Education: Faculty, Public Use Sample
"	Carnegie Commission National Survey of Higher Education: Graduate Study, Public Use Sample
Meyers, Samuel M. & Linda O'Neall	Study of Former NIH Nurse Scientist Trainees and Special Research Fellows
"	Study of Former NIH Professional Nurse Trainees and Special Research Fellows
Milbrath, Lester W.	Washington Lobbyists
Miller, Warren & Arthur Miller, Richard Brody, Jack Dennis, David Kovenock, Merrill Shanks	American National Election Studies, 1972
Minnesota, State of	Minnesota Post Secondary Followup System
National Science Foundation	Survey of Scientific and Engineering Personnel Employed at Universities and Colleges
National Science Foundation, & Bureau of the Census	Characteristics of Persons in Engineering and Scientific Occupations: 1972
Ohio Rehabilitation Services	Ohio Rehabilitation Services—Data File
Parnes, Herbert S.	National Longitudinal Surveys Cohort Covering Boys, Aged 14-24
"	National Longitudinal Surveys Cohort Covering Girls, Aged 14-24

Parnes, Herbert S.	National Longitudinal Surveys Cohort Covering Men, Aged 45-59
"	National Longitudinal Surveys Cohort Covering Women, Aged 30-44
Patterson, Samuel C. & Ronald D. Hedlund	Illinois Lobbyist Study
Prediger, Dale J.	Career Planning Program and Assessment of Career Development, Grades 8-11 (also called General Secondary Norm Group, Public Use File)
"	Career Planning Program, Grades 12-13 (also called General Postsecondary Norm Group, Public Use File)
Quinn, Robert P. & Thomas W. Mangioni, Stanley E. Seashore	Quality of Employment Survey, 1972
"	Survey of Working Conditions—November 1969 - January 1970
Rapaport, Robert N.	Careers Study, Stage III: 1960 Graduates
Reifsnyder, William C.	Federal Automated Career System (FACS)
Rossi, Peter H. & James S. Coleman	Retrospective Life History Data (Johns Hopkins University)
Schneider, Philip A. D.	Central Personnel Data File
Sharp, Laura M.	Study of Doctoral Candidates
"	Survey of June Graduates of 6-Year Colleges, 5-Year Follow-up
Stanley, David	United States Higher Civil Service Study—Careers of High-Level Employees
Survey Research Center	A Panel Study of Income Dynamics, 1968-1973
Tillery, Dale	School to College: Opportunities for Post High School Education (SCOPE)
U.S. Department of Health, Education, & Welfare	Current Estimate from the Health Interview Survey—United States—1974
Williams, Robert C.	Oakland Public Schools Followup Study, Class of 1965
Zeigler, Harmon & Michael Baer	State Legislator Study or "Lobbyists and Legislators: A Comparative Study"

APPENDIX C

Data Base Worksheet

ABSTRACT ___

DATA BASE TITLE ______________________

PRINCIPAL INVESTIGATOR ______________________
____
____
( ) ______________________

Contact Person ______________________
____
____
( ) ______________________

Publications/Source List of Publications ______________________
____
____

Related Studies ______________________
____
____

DOCUMENTATION

Format ______________________

Codebook/Data Summary ______________________

Questionnaires ______________________

Special Work Tapes ______________________

ACCESS

Availability ______________________
____
____

Restrictions ______________________
____
____

Fees ______________________

*Refer to Data Base Reporting Format (pp. 11-16) for guidance in filling out this worksheet. Information should be complete; avoid acronyms. Use the American Psychological Association style for references.

DESIGN INFORMATION

Objectives ____________________
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Data Collection Procedures ____________________
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____
____

Dates ____________________

Longitudinal ____________________

Sample Characteristics

Size ____________________

Population ____________________

How Selected ____________________
____

SUBJECT VARIABLES

Demographic Variables

Place of Residence ____________________

Residential Density ____________________

Years of Education ____________________

Educational Attainment ____________________

Gender ____________________

Race/Ethnicity ____________________

Religion ____________________

Age ____________________

Total Income ____________________

Marital Status ____________________

Other ____________________

Measurement Variables

Ability/Skill ______________________________
____

Aptitude ______________________________
____

Achievement ______________________________
____

Personality ______________________________
____

Attitudes ______________________________
____

Values ______________________________
____

Interests and Preference ______________________________
____

Job Satisfaction ______________________________
____

Evaluation of Subjects Occupational Performance ______________________________
____

Other ______________________________
____

Training

Type/Source ______________________________
____

Length ______________________________
____

Levels ______________________________
____

Evaluation of Training ______________________________
____

Work Experience

Job Title ______________________________

Earnings ______________________________

Work History ______________________________

Occupational Mobility ______________________________

OCCUPATIONAL VARIABLES

Sample Characteristics

Size ______________________________

Occupations Represented ______________________________

How Selected ______________________________

Occupational Classification

Job Coding ______________________________

Job Clustering ______________________________

Other ______________________________

Organizational Characteristics

Physical Working Environment ______________________________

Organizational Climate ______________________________

Union Affiliations ______________________________

Other ______________________________

APPENDIX D

Classification Scheme Worksheet

ABSTRACT ___

CLASSIFICATION SCHEME ______________________

Originator ______________________

____

____

(   ) ______________________

Date of Origin ______________________

Objective ______________________

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Reference ______________________

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DESIGN INFORMATION

Classification Principle ______________________

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Methodology ______________________

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INSTRUMENTATION

Tests ______________________

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Questionnaires ______________________

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Handbook ______________________

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*Refer to Classification Scheme Reporting Format (pp. 269-270) for guidance in filling out this worksheet. Information should be complete; avoid acronyms. Use the American Psychological Association style for references.

Availability/Source ____

Costs ____

CLASSIFICATION VARIABLES ____

OUTCOMES/PRODUCTS ____

REPORTS ON OCCUPATIONALLY TRANSFERABLE SKILLS

The following reports are published or in progress for the project on Occupationally Transferable Skills being conducted by The Center for Vocational Education. The reader is cautioned that many of the reports are not yet available, and that both titles and dates of availability are tentative and can change in the future. Announcements of availability and information for ordering copies of reports will be published in future issues of The Center's monthly newsletter, *Centergram.*

McKinlay, B. *Characteristics of jobs that are considered common: Review of literature and research* (Info. Series No. 102), October 1976. ($3.80)

> A review of various approaches for classifying or clustering jobs, and their use in (a) describing the elements of commonality involved when people make career changes, and (b) understanding better the concepts of occupational adaptability and skill transfer.

Altman, J. W. *Transferability of vocational skills and characteristics: Review of literature and research* (Info. Series No. 103), October 1976. ($3.80)

> A review of what is known about the transferability of occupational skills, describing the process or the facilitators of skill transfer.

Sjogren, D. D. *Occupationally transferable skills and characteristics: Review of literature and research*, available Fall 1977.

> A review of what is known about the range of occupation-related skills and characteristics that could be considered transferable from one occupation to another, describing those transferable skills that are teachable in secondary and postsecondary career preparation programs.

Ashley, W. L. *Occupational information resources: A catalog of data bases and classification schemes*, available Fall 1977.

> A quick and concise reference to the content of 55 existing occupational data bases and 24 job classification schemes. Abstracts of each data base and classification scheme include such information as: identification, investigator, location, documentation, access, design information, subject variables, occupation variables, and organization variables.

Wiant, A. A. *Report on conferences to explore the nature of occupationally transferable skills*, available Fall 1977.

> A report of the views expressed in nine meetings across the country by groups of local community and business representatives concerning the types of transferable skills required and useful in their work settings and how a better understanding of transferable skills could improve training and occupational adaptability.

Miguel, R. J. *Practical perspectives on occupational transferability of skills*, available Fall 1977.

> A report of clues and suggestions gained in the formal review of 13 existing training programs, with recommendations for practice which appear to have been successful in recognizing skill transfer and taking advantage of an individual's prior skills and experience.

Ashley, W. L., & Ammerman, H. L. *Identifying transferable skills: A task classification approach*, available Winter 1978.

> A report of an exploratory study designed to test the usefulness of three classification schemes in identifying the transferable characteristics of tasks in diverse occupations.

Moss, J., Jr., Freedman, M. K., & Taylor, C. W. *Report of the project's panel of consultants*, available Winter 1978.

> A report summarizing the major deliberations and recommendations for subsequent research and development evolved over six meetings throughout the course of the project.

Pratzner, F. C. *A study of occupationally transferable skills: Final project summary report*, available Winter 1978.

> An executive summary final report of the project, summarizing the recommendations for subsequent research and development growing out of each project activity and report.

INFORMATION CURRENT AS OF MAY 1977

Reporting formats for submitting data base and classification scheme entries to be included in possible future editions of the Catalog are located in Appendix C and D.